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Joan Binder

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"TEACHER PERCEPTIONS RELATING TO MOTIVATIONAL REWARD SYSTEMS:  
BASED ON A SAMPLING OF VERMONT ELEMENTARY SCHOOLS"

A Dissertation Presented

By

JOAN BINDER

Submitted to the Graduate School of the  
University of Massachusetts in partial fulfillment  
of the requirements for the degree of

DOCTOR OF EDUCATION

February 1987

School of Education

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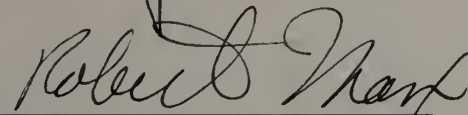
A Dissertation Presented


By


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A dream come true . . .

A task complete . . .

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In Love and Affection  
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## ABSTRACT

### TEACHER PERCEPTIONS RELATING TO MOTIVATIONAL REWARD SYSTEMS: BASED ON A SAMPLING OF VERMONT ELEMENTARY SCHOOLS

FEBRUARY, 1987

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The use of motivational rewards is a well-known practice in the fields of business and industry; receiving educational institutions have started to investigate various approaches towards recognizing and improving teacher performance. In this study a survey tool entitled, "Teacher Incentive Plan Survey (TIPS)" was designed to assess elementary teacher attitudes towards feedback, motivation, evaluation and incentives. In TIPS questions were based on different methods of teacher evaluation, motivational theory (particular Maslow's "Hierarchy of Needs" and Herzberg's "Two-Factor Theory") and participation and performance incentives and rewards.

The original TIPS tool was pilot tested in two school districts, located in New Hampshire and Vermont. Five suppositions, based on this study's research, were proposed for the pilot study. The school districts were selected for their geographical location proximity and size. Only staff members in elementary grades were asked to respond to the survey. Based on the results obtained from the pilot study, the TIPS instrument was revised and modified.

The final project for this dissertation was an extensive study of Vermont elementary teacher's attitudes and perceptions towards the four areas listed above. Five hypothesis were established, using the propositions and results from the pilot study. Each question in the TIPS tool was specifically tailored to obtain information pertinent for verifying a particular hypothesis.

To obtain an adequate and representative sample of Vermont elementary teachers, the investigator selected schools from each of the five geographical regions by which the state is divided. Using the criteria of "Average Cost Per Pupil" (ACP) four schools were identified from each region; two schools having the highest ACP and two schools having the lowest ACP. To insure a substantial rate of return, the researcher made visits to many of the schools participating in the study and had staff members complete the surveys at a teacher's meeting.

A total of 100 teachers took part in the study. Using the participants' responses, the five hypothesis were analyzed. Through a percentage method of rating and a statistical approach; two of the hypothesis were verified, two disproved and one nullified. The findings provide some important information related to teacher performance and motivational incentives.

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CHAPTER I  
THE PROBLEM

## INTRODUCTION

Teaching, as a profession, has been historically characterized by low pay and poor status in our society.<sup>1</sup> As far back as colonial times, teachers were viewed as untrained, semi-literate, and minor members of the community.<sup>2</sup> During the Nineteenth Century, teachers were considered either irrelevant or servants.<sup>3</sup> Women entered into teaching in greater force because of the cheapness of their labor and their aspirations to a "respectable" existence.<sup>4</sup> Usually these teachers had some formal training, but few possessed degrees from institutes of higher learning.<sup>5</sup>

During the latter part of the Nineteenth Century, teachers began to look at their jobs in terms of a "career" or a "profession".<sup>6</sup> The need for a trained, expert class of supervisors was established via superintendents and principals.<sup>7</sup> Within the Twentieth Century, the functions, roles, and images of both teachers and administrators have been defined and redefined. Educators have worked to up-grade the private sector's view of teaching and raise education to a level comparable with other career opportunities (e.g. computer technicians, accountants, and lawyers).

Still, teaching continues to pay less, offer low prestige, present limited professional options, and, at times, provide unattractive working environments.<sup>8</sup> The profession has also come under heavy scrutiny within the nation, as evidenced by the "National Commission on Excellence in Education" report (1983). Based on the study's findings, several issues have become apparent.<sup>9</sup> First, teaching today does not attract the most able individuals. Secondly, many of the highly able teachers leave the field of education to seek careers elsewhere. And, finally, schools generally fail to motivate and support teachers to give their best efforts on a consistent basis.

As a result of these findings, a number of other studies, and available research, it has become apparent that if school districts are to employ and retain quality staff members, they must develop and implement systems to motivate teachers toward effective performance and establish means to recognize and reward these efforts. School systems typically offer incentives which are awarded to staff members by virtue of their employment, e.g. salary-step increments, tuition reimbursement and leaves of absence. These traditional types of incentives are not necessarily based on the quality of teacher performance. In this era of verbalization regarding school reform, it appears to the writer that a move from "non-performance based" to "performance based" motivators must occur.

Although positive reward systems have been acknowledged by both the educational and business worlds as necessary to enhance individual performance and self-worth, their application to teaching has been typically focused on student, not teacher behaviors. As supervisors/evaluators play a critical role in fostering motivation and growth among their staff,<sup>10</sup> they also carry the greatest responsibility for insuring that some type of incentive plan is available for their teachers. These are the premises upon which this disseration paper and study are based.

## PURPOSE

The purpose of Chapter I is to define the nature of the problem of how supervisors/evaluators utilize reward systems to enhance teaching performance and improve self-esteem. A rationale for addressing the issue of the use of teacher incentives in school systems will be provided, along with hypothetical statements and related questions. The significance of the study to be conducted will be discussed, and relevant terms will be defined. A section on the scope and delimitations of the study will be included with an outline of the remainder of the dissertation paper.

## Section A: The Problem

### 1. Background of the Problem

Throughout school systems across the country, educators are re-examining the ways in which teachers are evaluated and rewarded.<sup>11</sup> At the federal, state, and local levels, people are recognizing the need to attract and retain good teachers. The research and literature regarding effective schools have expanded and blossomed. Education has turned to the business world to learn new and improved lessons in better management and supervision techniques.<sup>12</sup> As a result, traditional approaches to evaluation and incentive systems have come under scrutiny; i.e., rating sheets, teacher checklists and salary-step increments. Many professional educators, along with a large segment of the public, believe the quality of teaching is deteriorating because the most competent people are discouraged from entering or remaining in the teaching profession. Those that are qualified and remain in education are described as losing their incentive to consistently give their best effort.

Recommendations addressing the problem of attracting, remunerating and holding teachers often involve sweeping generalizations that do not engage the real issues facing our local public schools. For example, in "A Nation at Risk: The Imperative for Educational Reform", the National Commission on Excellence in Education (1983), recommended: "Salaries for the teaching profession should be increased and should be professionally competitive, market-sensitive, and performance-based".<sup>13</sup> Such a generalization, though attractive on the surface, does not address the real issues of developing comprehensive plans for providing teacher incentives in education.

## 2. Statement of the Problem Situation

A variety of teacher evaluation and incentive systems are currently being practiced or are now proposed; Some of these approaches include: rating scales, goal-setting conferences, paid workshops/in-services and tuition reimbursement. As alternative methods of appraisal and rewards are considered by school systems, it becomes necessary to assess what methods are currently in place and to what degree they are successful. Cresap, McCormick and Paget caution, " . . . , that some school districts are rushing into establishing teacher performance or incentive pay programs without adequate preparation. Because we cannot afford to repeat the mistakes of the past, school districts . . . must develop and apply promising teacher incentive programs that are formulated rationally and based solidly upon research and experience".<sup>14</sup> Thus, it becomes imperative that school systems review and reflect upon those approaches which have been tried and those which are needed to enhance their staff's performance, spark motivation, and build a sense of self-esteem based on their individual philosophy and structure of the organization. This study seeks to assess what teachers perceive about the systems of evaluation and incentives which exist in their schools in terms of their success, and what, if any, recommendations they have to change, improve, or maintain them. The State of Vermont is a particularly interesting place to conduct the TIPS study because it is representative of a geographically rural population and an essentially stable teaching constituency, Vermont is also frequently cited as one of the leading states in public education.



## Section B: Rationale

To motivate teachers and improve or enhance their teaching performance, it is necessary to understand what their needs are and how to fulfill them. There are a variety of ways for determining what is important to educators. Some of these include: analyzing current studies; reviewing the results of surveys, questionnaires, or polls; employing outside consultants; looking to techniques used in the business sector; and/or conducting internal needs assessments. Although one or more of these approaches may be effective, the literature supports as most valuable the use of those which focus on the primary target audience.

This study sought to obtain information from the group of individuals most knowledgeable about what propels educators towards greater achievement - the teachers themselves. A "Teacher Incentive Plan Survey" (TIPS) instrument was designed by the writer to collect data on how staff members in selected elementary schools located in the State of Vermont perceive their school's teacher evaluation system, the amount of administrative support available to them, their own level of motivation, and the success of the various teacher incentives currently in use. This information is vital if school districts are going to meet the needs of their staff and attract and retain quality teachers in the field of education.

## Section C: Statement of Hypothesis

### 1. Hypothetical Statements

A pilot study using the TIPS instrument was conducted in the fall of 1985 and is described in Chapter III. The original TIPS, located in Appendix A, was utilized in the pilot study. For the purpose of analysis, five proposition statements were developed based on the review of the research found in Chapter II. The five propositions were as follows:

1. The success of teacher incentive programs may be linked to an effective evaluation system.<sup>15</sup>
2. Staff involvement is a key component in developing useful systems of reward and evaluation.<sup>16</sup>
3. Strong administrative support and favorable feedback from evaluations encourage teachers<sup>17</sup> to perceive themselves positively in terms of motivation.
4. Teachers and administrators with more years of experience tend to take greater advantage of teacher incentive plan opportunities, than those with fewer years of experience.<sup>18</sup>
5. Schools which offer teacher incentives based on participation and performance motivators will have greater success in attracting and retaining teachers than<sup>19</sup> those which utilize only participation motivation incentives.

Based on the results of the pilot study, Proposition Three received a high degree of support; Propositions One, Two, and Four received limited amounts of support; and Proposition Five obtained no support. After reflecting on the proposition statements and perusing the research further, the writer developed the hypothesis listed below to use as the basis for the actual study to be conducted:

- Hypothesis One: The degree of participation in incentive programs is related to teachers' attitudes toward evaluation.
- Hypothesis Two: Staff involvement is a relative factor in developing systems of teacher reward and evaluation.



- Hypothesis Three: Supervisors/evaluators' support and feedback impact upon teachers' levels of self-motivation.
- Hypothesis Four: There is a positive relationship between a teacher's years of experience and their participation in teacher incentive programs.
- Hypothesis Five: Teachers prefer incentives which are based on performance motivators as opposed to participation motivators.

## 2. Related Questions

Throughout the process of the TIPS study, a variety of questions from the survey were used to substantiate the five hypothesis detailed previously in Section C. The questions in the survey which related to each hypothetical statement and which were used as the basis for their verification are listed below:

1. Hypothesis One: The degree of participation in incentive programs is related to teachers' attitudes toward evaluation.
  - a. How would you rate the evaluation systems currently used in your school? (Section One-Part B, Q.2)
  - b. How would you rate the results of your most recent evaluation? (Section One-Part B, Q.4)
  - c. Which of these would you rank order (1,2,3) as your three top choices of evaluation instruments? (Section One-Part B, Q.5)
  - d. Which teacher incentive options are available in your district and what is your opinion of them? (Section One-Part B, Q.9)
  - e. Which of the incentive options have you taken advantage of and how would you rate your participation? (Section One-Part B, Q.10)
2. Hypothesis Two: Staff involvement is a relative factor in developing systems of teacher reward and evaluation.
  - a. How often are you evaluated? (Section One-Part B, Q.1)
  - b. How would you rate the evaluation systems currently used in your school? (Section One-Part B, Q.2)

- c. Which teacher incentive options are available in your district and what is your opinion of them? (Section One-Part B, Q.9)
  - d. Which of the incentive options have you taken advantage of and how would you rate your participation? (Section One-Part B, Q.10)
  - e. Which would you rank order (1,2,3) as the top three factors contributing to the success of teacher incentive plans? (Section One-Part B, Q.11)
3. Hypothesis Three: Supervisors'/evaluators' support and feedback impact upon teachers' levels of self-motivation.
- a. Do you feel you have central office support? (Section One-Part A, Q.1)
  - b. How often is administrative support available to you? (Section One-Part A, Q.2)
  - c. How often are you given positive feedback by your building administrator? (Section One-Part A, Q.3)
  - d. How often are you given negative feedback by your building administrator? (Section One-Part A, Q.4)
  - e. How would you rate the results of your most recent evaluation? (Section One-Part B, Q.4)
  - f. How do you view yourself in terms of motivation? (Section One-Part B, Q.6)
  - g. How would you rate the following as reasons for your choice of teaching as a career? (Section One-Part B, Q.7)
  - h. Which would you rank order (1,2,3) as your top three preferences for future career goals? (Section One-Part B, Q.8)
4. Hypothesis Four: There is a positive relationship between a teacher's years of experience and their participation in teacher incentive programs.
- a. Which teacher incentive options are available in your district and what is your opinion of them? (Section One-Part B, Q.9)
  - b. Which of the incentive options have you taken advantage of and how would you rate your participation? (Section One-Part B, Q.10)
  - c. Number of years of experience. (Section Two-Part A, Q.1)
  - d. Length of time in present position. (Section Two-Part A, Q.2)

- e. Highest degree held. (Section Two-Part A, Q.4)
  - f. Currently enrolled in a degree program (if any).  
(Section Two-Part A, Q.5)
5. Hypothesis Five: Teachers prefer incentives which are based on performance motivators as opposed to participation motivators.
- a. What teacher incentive options are available in your district and what is your opinion of them? (Section One-Part B, Q.9)
  - b. Which of the incentive options have you taken advantage of and how would you rate your participation? (Section One-Part B, Q.10)
  - c. Which would you rank order (1,2,3) as the top three factors contributing to the success of teacher incentive plans?  
(Section One-Part B, Q.11)
  - d. How would you rate the following teacher incentive options in general? (Section One-Part B, Q.12)

The responses to the questions regarding each hypothesis will provide valuable feedback to the writer in drawing conclusions at the completion of the study. All responses to the questions will be confined to those schools participating in the TIPS study.

### Section D: Significance of the Study

The significance of the study was founded in part from the review of the literature and research compiled in Chapter II of this paper. Teacher quality has been noted as the most powerful determinant of educational outcomes and progress. The need for a teacher incentive program is vital due to the growth of the teacher force (which will increase by approximately one-half in the next decade according to Cresap, McCormick and Paget), increasing pressures to make schools more effective and improve teacher performance, and the requirement to advance management so new expenditures and techniques are used.<sup>20</sup>

The results of the TIPS study will provide valuable information on what particular school systems are doing to currently address some of the issues pertaining to teacher evaluation and incentive programs and how they can change, embellish, or maintain their approaches to satisfy and meet their staff's professional needs.

### Section E: Definition of Terms

For the purpose of this study the following terms will be defined to assist the reader in gaining an understanding of the vocabulary used:

1. Administrative-centered Evaluation: Supervisor is the key person to evaluate.
2. Bonuses: Sums of money given on a one time basis.
3. Career Ladders: A hierarchical system which affords teachers a process of movement and advancement.
4. Classroom Observations: Formal or informal in-class visitations during which written or verbal feedback may be generated concerning particular teacher functions. (Several types include-scheduled, surprise, or on-call.)
5. Clinical Supervision: A combination of classroom observation and management-by-objectives method of evaluation.
6. Collegial-centered Evaluation: Supervisors and teachers work together to evaluate.
7. Extrinsic Rewards: Rewards which stem from the job context.
8. Formal Evaluation: Evaluation structured by approach, method, and time.
9. Herzberg's Two-factor Theory: Frederick Herzberg's thesis based on the premise that the factors which satisfy people are connected to their job content and personal accomplishment. "Motivators" promote satisfaction when present; "hygienes" cause dissatisfaction when not present.
10. Informal Evaluation: Evaluation based on day-to-day contact.
11. Interactional Analysis: Analysis of teacher performance through the collection and interpretation of teacher-student interaction data.
12. Intrinsic Rewards: Rewards which result from the job content itself.
13. Loan Forgiveness: School districts offer to hire potential teachers with the stipulation that they remain in the system for a certain amount of time in exchange for paying off an educational loan.
14. Market-sensitive Salaries: Salaries are related to positions which are hard to fill, and a salary schedule is established which reflects differences in pay corresponding to differentiated market rates.
15. Maslow's Hierarchy of Needs: Abraham Maslow's theory that human needs are arranged on a hierarchy, and those low on the hierarchy must be satisfied before those higher up can motivate an individual.



16. **Master Teachers:** Teachers who exhibit unusually fine teaching styles and techniques and are willing to share their expertise with their colleagues.
17. **Merit Pay:** Outstanding teachers are given a sum of money which is determined by the school district and relies upon the use of a performance appraisal.
18. **Modified Salary Schedules:** Adjusting the traditional salary schedule on the basis of performance.
19. **Participation Motivators:** Those which attract a person to a job and keep him/her there as long as conformation to minimum job requirements takes place.
20. **Part-time and Joint Appointments:** School districts may share talents of specialized staff with other institutions or provide flexible teaching positions to individuals involved in other activities.
21. **Peer-centered Evaluation:** Teachers work mainly with other teachers to evaluate.
22. **Performance-based Contracting:** Allows one to assess a teacher's ability to reach particular pre-determined goals with students, using whatever instructional procedures the teacher desires.
23. **Performance Motivators:** Those received contingent on one's performance.
24. **Rating Sheets:** A scale containing characteristics deemed desirable of teachers by supervisors.
25. **Self-assessment Evaluation:** Teachers use subjective or objective means to evaluate themselves.
26. **Short-term Career:** An alternative option for viewing the career of teaching on a short-term basis.
27. **Standardized Test Scores:** Student test scores which may be used to attempt to equate student achievement with teacher performance.
28. **Student/Parent Evaluation:** Students and/or parents have input into teacher evaluation.
29. **Theory X:** Based on Douglas McGregor's theory that individuals require supervision and structure to complete tasks.
30. **Theory Y:** Based on Douglas McGregor's theory that individuals are more productive if viewed by management as needing less supervision.

### Section F: Scope and Delimitations of the Study

The study outlined in this paper will cover elementary schools located in the state of Vermont who meet the criteria presented in Chapter IV. The study therefore is confined to schools of essentially a rural nature in the northeastern portion of the United States.

The results of the TIPS study and the data generated from it are limited in application to school systems which have similiar geographical, cultural and economical conditions to those found in Vermont. Some of the findings and conclusive statements may have application to school districts in general; however, this will depend on the nature and structure of the system.

## Section G: Outline of the Remainder of the Dissertation

In Chapter I of this paper, the problem of the study was defined and discussed. The remainder of the paper will be organized as follows:

### Chapter II. . . . . Review of the Literature

Purpose

Section A: Teacher Evaluation

Section B: Motivational Rewards  
-Techniques  
-Implications

Section C: Summary/Initial Conclusions

### Chapter III . . . . . Pilot Study

Purpose

Section A: Method of Study

Section B: Procedure

Section C: Analysis of Data  
-Survey Population  
-Composite Results  
-Propositions

Section D: Summary/Implications

Section E: Tentative Conclusion

### Chapter IV . . . . . Methodology and Procedures

Purpose

Section A: Research Approach  
-Description of Methodology  
-Research Design  
-Selection of Subjects  
-Instrumentation  
-Field Procedures

Section B: Data Collection and Analysis

Section C: Limitations

Section D: Summary



Chapter V . . . . . Study Results and Analysis

Purpose

Section A: Data Analysis

- Study Population
- Demographic Information
- Comparison of Groupings
- Relationship to Hypothesis

Section B: Relevant Findings

Chapter VI . . . . . Project Summary and Final Conclusions

Purpose

Section A: Project Summary and  
Implications

Section B: Discussion of Limitations

Section C: Final Conclusions

Footnotes

Appendix

Bibliography

CHAPTER II  
REVIEW OF THE LITERATURE

## PURPOSE

The purpose of Chapter II is to review teacher evaluation systems, present a discussion of motivational theories, and outline issues related to teacher motivation. A discussion on the identification of various motivational techniques will be included. Implications will be presented regarding teacher evaluation, motivational theory, incentive techniques, and teacher effectiveness. Finally, a summary of findings from the literature with concluding statements will be provided.

## Section A: Teacher Evaluation - - A Review

Teacher evaluation has been the most typical manner in which teachers have received feedback regarding their performance.

The evaluation of teachers has been an ongoing occurrence in education for many years. Popham states, "Since the beginnings of formal instruction, educators have faced the perplexing problem of how to evaluate a teacher's instructional skill."<sup>21</sup> Typically, the task of teacher evaluation has been left to the supervisor of a school. The supervisor has been delegated the responsibility of determining the worth and adequacy of each individual teacher's teaching ability. The reasons why one evaluates and how one evaluates will differ from one supervisor to another.

There are many reasons to determine the need for evaluating. These may include:

1. To improve the quality of instruction.
2. To create a close relationship between principal and teacher.
3. To provide a system for accountability.
4. To gain knowledge of a teacher's competencies and needs.
5. To provide a clearly defined system of management.
6. To comply with school requirements.
7. To determine compensation, increments, or merit pay.
8. To indicate in-service for staff development needs.
9. To determine employment status.

Generally, a supervisor will evaluate for one or more of the above reasons.

The desire for accountability has been one of the main factors for the development of teacher evaluations. Accountability was initially sought by laymen who evaluated the worth of a teacher through inspection. Sergiovanni

ascertains, "Accountability did not appear out of nowhere in America. There was a general discontent with the schools by society".<sup>22</sup> Gradually the responsibility of evaluation was taken over by professional persons who attempted to provide some leadership for improvement, as well as inspection. According to Eckard and McElkinney, "Teacher evaluation and accountability are especially advocated by the professionals who judge the processes to be necessary components in improvement of educational programs, . . .".<sup>23</sup> The concern for improvement, as opposed to control, gave rise to first, scientific and then humanistic approaches towards supervision. This was evident in the criteria used for measuring teacher effectiveness. Today, there are a number of systems of evaluation in use which reflect aspects of both scientific and humanistic-oriented supervision.

In the past, a supervisor looked for certain desirable personal traits, such as: grooming, speech, personality, and appearance. Desirable trait lists came to include such items as attendance, punctuality, etc. A good teacher was seen primarily as one who complied with school rules and the wishes of his/her superior. Teachers were ". . . viewed as appendages of management and as such were hired to carry-out pre-specified duties in accordance with the wishes of management".<sup>24</sup> Sergiovanni terms this type of management as "traditional".

Eventually there came to be concern for the teacher as a person, as well as how he/she carried out teaching duties. Supervisors began to consider human factors as related to "good teaching". These included the happiness of a teacher, the manner in which he/she related to the students, classroom atmosphere, etc. The emphasis on human relations had ". . . its origins in the democratic administration movement, advocated in the '30's . . .".<sup>25</sup>

Since a teacher is a combination of both personal attributes and

performance abilities, he/she cannot be assessed without considering both. This combined view of teachers is found in the "neo-scientific" view of management. Evaluation based on the neo-scientific theory takes into account both the human and the technical side of teachers in determining if they are "good" teachers. Today, most evaluators look at both sides, though each one will consider certain factors above others. However, the goal of evaluation will usually remain the same, "to improve the individual effectiveness of each staff member . . . ".<sup>26</sup> This goal may be realized in a variety of ways.

As the evaluator evaluates, he/she may use both formal and informal means of appraisal. Informal evaluation is usually based on day-to-day contact. A principal may notice something a teacher does, how a class behaves, or the way a teacher responds to everyday situations. These observations are not necessarily recorded on paper but may be kept in mind by the supervisor and used to influence the formal evaluation.

Formal evaluations are processes usually structured by approach, method, and time. The approach would relate to who is carrying out the evaluation. The method would be how the evaluation is to be carried out, while the time would be when the evaluation is to be carried out. For example, a supervisor (approach) may use a rating sheet (method) to evaluate a teacher based on classroom observations twice a year (time).

Each element of the formal evaluation can be devised through a particular means. There are basically five approaches that can be taken when evaluating. These include the following: 1) administration-centered, 2) collegial-centered, 3) peer-centered, 4) self-assessment, and 5) student-and/or parent-assessment. Administration-centered is the most widely known and used approach today. It places the principal or supervisor in the key role as



evaluator of the teaching staff. Castetter notes ". . . appraisal is an omnipresent function of school administration, an aspect of administrative process designed to keep means and ends in balance".<sup>27</sup> Evaluation is something that is done to a teacher with very little input on his/her part. An evaluator employing this approach would tend to view teachers from McGregor's Theory X point of view. Here a great degree of management is necessary. If one tended to view teachers more from a Theory Y point of view, less administrative control would be involved. "Theory Y is more congruent with the supervision of professionals in modern circumstances than Theory X and its related inspection-based models of supervision".<sup>28</sup>

Two approaches based on the Theory Y system of management are collegial-centered and peer-centered. These two approaches are developed within a "team" framework, usually under clinical supervision. In the collegial-centered approach, the administrator or supervisor and the teachers work together, while in the peer-centered approach, teachers work mainly with other teachers. The established teams are responsible for developing certain goals and objectives related to instruction. Criterion-referenced tests are used as indicators of whether or not desired achievements are attained. Merit pay may be used as an incentive for the teams to reach or surpass their goals and objectives. Nottingham states, "Evaluation in this arrangement is personal, face-to-face and has as its objective the improvement of teacher performance".<sup>29</sup> These approaches encourage greater independence of the individual teacher, closer teacher relationships, and alleviation of some of the pressure of evaluating from the supervisor.

"Self-assessment is probably the most powerful means yet developed for a teacher to be the master of his own professional growth".<sup>30</sup> This approach

encourages a teacher to take a probing look into himself/herself, either by subjective or objective means. Used correctly, the information obtained through this approach will be invaluable to the teacher. However, owing to human nature, the risk of ineffective use is great. Self-assessment needs to be non-threatening to be effective and is most often used in conjunction with another approach.

The participation of students and parents in teacher evaluations is a controversial and questionable issue. Eckhard and McElkinney summarize by stating, "Pupils and parents should serve as sources of data, but they should not participate directly in professional decision making".<sup>31</sup>

Once a decision is made as to the purpose of and responsibility for evaluation, the question of how to evaluate must be considered. The most common methods of teacher evaluation used today are the following: rating sheets, classroom observations, standardized test scores, performance contracts, clinical supervision, and interaction analysis techniques.

A rating sheet contains a lot of characteristics deemed desirable for teachers by administrators. These characteristics usually fall into three categories, as outlined by Ingalls: professional relations and attitudes, teaching techniques, and personal characteristics.<sup>32</sup> An evaluator will assess a teacher according to the listed traits on a rating sheet. Most often a rating sheet will be filled out after one or more classroom visitations have taken place. While a rating sheet can give an overall view of teacher performance, it does not focus on any single teaching characteristic to improve teaching; therefore, it is limited in its effectiveness. Eckard and McElkinney note that rating sheets give, ". . . data on teaching behavior without criteria".<sup>33</sup> "In brief, little empirical evidence indicates that ratings of teacher effectiveness are strongly correlated



with how much children learn from a teacher".<sup>34</sup>

Classroom observations are often used along with the rating sheet. These are formal, in-class visitations during which the supervisor makes written comments based on particular teacher functions. These may include items such as: lesson preparation, classroom atmosphere, effectiveness with students, and teacher performance. A conference should be held afterwards, between the teacher and the evaluator, to discuss the observations made during the classroom visit(s), and to obtain the teacher's signature for agreement or disagreement. While the conference should be standard procedure, research indicates that this is not often the case.

The nature of classroom observations depends upon whether they are "scheduled, surprise, or on-call".<sup>35</sup> A scheduled visit is announced by the supervisors and allows the teacher a certain amount of preparation time. A surprise visit is unannounced and therefore gives the teacher no time to prepare for the visit. The observations made in the former type of visit may provide some accurate information or may set the stage for a "teaching scenario". In the latter type of visit, some accurate information may be obtained. However, misperceptions may also be made.

On-call visits are classroom visits made by the supervisor, but initiated by the teacher. These visits may provide useful and insightful information for both the evaluator and the teacher. Evans indicates that ". . . each individual must determine his own pattern of classroom visitation in keeping with his unique situation,"<sup>36</sup> and based on the purpose of the evaluation. He also outlines two other ways in which classroom observations can occur. The first is for the classroom observation to be made before or after the children are in the classroom. The second is for the evaluator to become a participant in the

classroom.

Standardized test scores, when used in evaluation, attempt to equate student achievement with teacher performance. Popham states, "A teacher is considered effective if he can increase the number of students performing at or above grade level".<sup>37</sup> This method may encourage student performance gains in specific areas, such as reading and mathematics, but it gives an extremely narrow and limited picture of a teacher's effectiveness. Glass feels that standardized test scores are unreliable measures and have no bearing on a teacher's performance. Further, he notes, "Evaluating teachers by measuring their pupils' gains from September to June on commercially available standardized tests is particularly invalid and unfair".<sup>38</sup> A variation of this method would be to use teacher-performance tests or contracts.

The use of the teacher performance-based method allows one to "assess a teacher's ability to accomplish pre-specified changes in learners, using whatever instructional procedures the teacher wishes".<sup>39</sup> Safferstone explains, "By employing a performance contracting paradigm, school administrators could maintain high performance expectations, encourage goal-directed teacher behavior, foster independent decision-making, and recognize and reward a teacher's meeting or exceeding established performance criteria".<sup>40</sup> This method encourages a teacher to develop goals and objectives related to his/her own growth, as well as the student's. The teacher and supervisor can then mutually agree on the teacher's goals after a self-evaluation.

Clinical supervision is perhaps the best evaluation yet developed. It is a combination of classroom observations and management by objectives, which fosters a close working relationship between the supervisor and the teacher. Eye explains that, "The concern of clinical supervision is to improve that

often-used supervisory technique by giving it structure so that observation of the teaching act is more meaningful and helpful to the teacher and is conducted more meaningfully and helpfully by the supervisor".<sup>41</sup> This is accomplished through the development of recognizable goals and objectives for the teacher with the evaluator.

The last type of method, interaction analysis, is usually utilized along with one of the aforementioned methods. These techniques analyze teaching performance by collecting and interpreting data on teacher-student interactions. One may look at verbal or non-verbal areas, such as: the use of questions by the teacher, movement of students within the classroom, or student responses to the teacher. The Flanders-Interaction Analysis System and videotaping are the most well-known of these techniques. The information provided from interaction analysis is usually very objective; however, many evaluators find the interaction analysis techniques to be time-consuming and complicated.

Popham cites the three most common methods of teacher evaluation as, "... ratings, systematic observations and standardized test ratings".<sup>42</sup> However, there is presently a rise in the practice of using clinical supervision, performance-contracting and testing, and interaction analysis techniques for teacher evaluation. A supervisor may use one or more evaluation methods depending on his/her needs and the needs of the staff. Wolf concludes, "Schools will need to engage in more widespread evaluation activities if they are to meet the challenge and respond to the demand that accountability requires".<sup>43</sup>

The last component of the evaluation process is "time". This indicates how often a teacher will be formally evaluated and how long the evaluation will take. Usually the supervisor has a fixed procedure to follow which determines how many times evaluations will be made during the school year. The length of

time a supervisor spends on the actual evaluation will depend on the individual and his/her job responsibilities and time constraints.

The results of the formal evaluation may be used in a variety of ways, dependent on why the evaluation occurred. For example, if a supervisor is required to evaluate and performs the evaluation merely as a function of his/her job, then the evaluation will probably be used in a token manner. However, if the supervisor is genuinely interested in evaluating, the results of the evaluation may be used as a positive and constructive tool. Whether an evaluation is found to indicate good or poor teaching would also have an effect on its use. Carrieri reports, ". . . if a teacher performs poorly in achieving specified performance objectives he is penalized either by being denied a salary increment or tenure, dismissed from the school or disciplined in some other way".<sup>44</sup> The "some other way" may include increased supervision, a structured performance plan, or a change in job position. If a teacher is performing well, evaluation may be used to provide merit pay, yearly increments, and promotional consideration. However, all too often the results of a good evaluation may be used merely as a "pat on the back." The results of evaluation could also be used to develop in-service and staff development plans.

Ideally, whatever evaluation system is implemented and how its results are to be used, should be determined by the school board, superintendent, teacher's unions and parents, as well as the principal and the teaching staff. This, unfortunately, is not always the case. However, Cardellichio stresses that, ". . . teaching methods should be assessed for congruence with the objectives outlined by the teacher in consultation with his supervisor".<sup>45</sup> It is necessary for the supervisor and the teacher to work together toward the same ends and share similar objectives, if teacher performance and teacher evaluation



programs are truly used to improve instruction. This cooperative effort allows the teacher to understand administrative expectations and the administration to understand the teacher's needs. It also permits the exchange of ideas and concerns, while fostering openness and trust between the supervisor and the teacher.

The function of each individual's role must be kept in mind while maintaining a beneficial administrator-teacher relationship. Castetter explicitly states, "If it is assumed that the classroom teacher is the key element in performance of the classroom teacher must be appraised (by the administrator) to determine how well teaching performance conforms to organizational plans or standards".<sup>46</sup> Therefore, it is essential that each person taking part in the evaluation procedure know his/her function and be able to perform accordingly. The establishment and success of any evaluation procedure need to be based on cooperative input from the top to the bottom of an organizational structure in order to ultimately improve the quality of teaching instruction.

While changes in the evaluation process have come slowly, at times, reluctantly, the premise has always remained the same. Evaluation has always been a means for determining the quality and worth of teacher performance. Whether one looks at how a teacher dresses or how a teacher teaches, it is all related to the effect that a teacher is having on his/her students.

At all levels of education, accountability for performance is imperative. Accountability, in relation to teaching today, forces one to look at the complexities and intricacies of learning. Evaluation systems which rely primarily on preconceived ideas of desirable teaching traits, cursory observations, student achievement or ambiguously designed measures, are bound to be ineffective and

invalid if they are expected to improve the instructional performance of teachers. The focus of these systems is mainly on the personal interpretations of the supervisor who uses them. There is little interaction with the teacher being evaluated and therefore little understanding of what is evaluated. The essence, meaning, relevancy, and potential of evaluation is negated and lost, and the promotion of a positive dialogue between the supervisor and teacher is impeded. This does not mean that a supervisor is unconcerned, inhuman, or uninvolved with his/her staff; it merely indicates that he/she is unable to adequately supervise and assess the staff.

With the rise in demand for better education through better teaching, a number of validated practical and meaningful evaluation procedures have been devised. Whether it be to improve teaching performance through the means of performance-management, contracting, objectives, structuring staff development plans, collegial/peer assessment, self-study, student/parent ratings, or clinical supervision there are certain components of an effective evaluation procedure which appear to be necessary. These are:

1. The goals and objectives of teaching are clearly defined by both teachers and administrators.
2. The goals and objectives of evaluation are clearly defined by both teachers and administrators.
3. A system of evaluation is designed by both teachers and administrators.
4. A review of the evaluation system is conducted yearly by both teachers and administrators.

To further insure the procedure's success, the humanistic/scientific, objective/subjective aspects of this relationship and of the evaluation procedure need to be in direct harmony and balance. If evaluation is to be effective, it must preserve the value and promote the growth of each person involved in the



process. As Newton so aptly points out, "This search is encouraged . . . by the desire to find a motivational system to encourage teachers to higher levels of performance and, in the process, to recognize those whose achievement is outstanding".<sup>47</sup>

## Section B: Motivational Rewards

### 1. Theoretical Background

To understand teacher evaluation, it is important to review theories of motivation which predict human behavior. Although the literature supplies a wealth of material in this area, for the purposes of this paper concentration will be on those related to fulfillment of human needs.

Kaiser states, "There is no doubt that teacher's needs have risen over the years".<sup>48</sup> The kinds of human needs most frequently considered are those described within Maslow's hierarchy of desires and Herzberg's two-factor theory.<sup>49</sup>

Maslow's theory, "Assumes that human needs are arranged hierarchically and that needs low in the hierarchy must be largely satisfied before needs further up the hierarchy will motivate behavior".<sup>50</sup> The specific needs which Maslow has outlined are as follows:<sup>51</sup>

1. Physiological - - those related to basic biological functions (such as eating and sleeping).
2. Safety - - those concerned with protecting one's self from physical or psychological harm (such as insurance and medical help).
3. Belonging - - those stemming from social interaction and association (such as love, acceptance, group membership).
4. Esteem - - those connected to gaining recognition and status (such as self-worth and importance).
5. Self-actualization - - those promoted by reaching one's goals in life and fulfilling one's destiny (such as achievement and creativity).

The need hierarchy is based on two fundamental propositions: 1) when needs are unsatisfied, the individual is motivated to fulfill those needs, and 2) as needs become fulfilled at a certain level, these motivate behavior less and the next level of need acts as a motivator.<sup>52</sup>

Dunn and Dunn assert that, "The important assessment to make is the relative step that the teacher or staff member has reached in the hierarchy of needs".<sup>53</sup> This provides the administrator with the information necessary to establish the types of supportive or corrective actions necessary to achieve job satisfaction and effective performance.

By applying Maslow's hierarchy of needs to the field of education, one may isolate various factors specific to the needs of teachers which relate to each level of desire.<sup>54</sup> These are summarized below:

1. Physiological: job, salary.
2. Safety: grievance procedure, tenure, job security.
3. Belonging: teacher's organizations, faculty meetings, committees, social gatherings.
4. Esteem: department heads, chair people, informed leaders, organization official.
5. Self-actualization: achievement (as seen by self), creative change, self and peer recognition, awarded responsibility, achievement.

As a supervisor/evaluator seeks to move his/her staff towards effective performance, the knowledge of where they are operating in terms of Maslow's need hierarchy becomes invaluable. For example, if a school district is characterized by low pay, poor fringe benefits, and limited retirement plans, teachers may be more concerned with improving these financial conditions before they attempt to work as committee heads or revise the curriculum. However, in systems where the lower-order needs are being satisfied by high pay, good fringe benefits, and a comprehensive retirement program, teachers may be more apt to take on greater positions of responsibility and accept more creative challenges.

Gray and Starke caution, however, that, "Research shows people to be quite complex, and thus it is very difficult to relate a particular behavior to a

single need at a given time".<sup>55</sup> One must view the model as a general perspective of motivation, rather than a single predictor.

Based on the work of Maslow, Herzberg has developed a thesis based on the premise that the factors which satisfy people are connected to their job content and personal accomplishment.<sup>56</sup> Following a study of engineers and accountants, Herzberg used his results to describe two types of factors influencing job satisfaction.<sup>57</sup> The first group, Herzberg labeled as "motivators", which promote satisfaction, when present. The second group Herzberg termed "hygienes", which cause dissatisfaction, when not present. Motivators are typically indicated by achievement, recognition, advancement, work, possibility of growth, and responsibility.<sup>58</sup> Hygienes, however, are related to status, fringe benefits, working conditions, personal life, job security, salary, interpersonal relationships, technical supervision and administration and company policies.<sup>59</sup>

The list of hygiene factors includes conditions which the school system must establish for its employees. These conditions may temporarily satisfy a teacher, but they do not motivate him/her.<sup>60</sup> These factors are associated with the situation or job content in which teachers perform their jobs, and under adverse working conditions, may cause dissatisfaction. Motivators, on the other hand, are generally related to job content or the nature of work itself.<sup>61</sup>

Herzberg clearly establishes through his work that those factors which prevent teacher dissatisfaction are not the same as factors which satisfy and motivate teachers.<sup>62</sup> If supervisors/evaluators wish to propel their teachers towards more effective performance via the use of motivators, a number of options become available. Dunn and Dunn<sup>63</sup> suggest the following:

1. Allow innovative approaches without direct supervisory control.
2. Increase teacher's own accountability for his/her work through self-evaluations and measurable objectives.

3. Give additional authority to teachers for making decisions on programs, courses, techniques or recommendations.
4. Identify teachers with specific strengths and give them responsibility to learn from and help others.

In reviewing the above list, it becomes apparent that the opportunity for "advancement" is not really included. Kaiser points out, ". . . a chance for advancement is a motivating factor absent from the realm of possibility for most teachers".<sup>64</sup> He suggests that school systems would benefit by developing a "differentiated ranking" to identify various levels of teachers, similar to those used in the British Commonwealth. Categories might include teachers, master teachers, and head teachers.

A comparison of Herzberg's theory to Maslow's model uncovers both similarities and differences. Both theorists assume that specific needs energize behavior and agree on the totality of human needs.<sup>65</sup> Herzberg's hygiene factors are most often associated with Maslow's first three levels of desire: physiological, safety, and belonging. The motivator factors can be linked to Maslow's fourth and fifth levels of esteem and self-actualization.<sup>66</sup> The most significant difference between the two theories lies in the "dimensional" view of job satisfaction.<sup>67</sup> Maslow's theory is unidimensional and places job satisfaction on one end of a continuum, with job dissatisfaction on the other end. Herzberg, however, views job satisfaction and dissatisfaction as different factors brought about by different phenomena in the work environment.<sup>68</sup> In addition, Maslow's theory is descriptive and organized within a hierarchy, while Herzberg's is prescriptive and does not utilize a hierarchy.

Rather than focus on the differences, however, school districts would benefit by recognizing that ". . . nothing can be done to motivate anyone with . . . a job affording no recognition for excellence in performance . . .".<sup>69</sup>



By understanding the level of needs at which teachers are operating and separating hygiene factors from motivators, school systems can better encourage and move teachers toward performing more effectively and achieving greater job satisfaction. The manner in which they do so will be somewhat dependent on the types of incentives available within the school system. Cresap, McCormick and Paget observe, "Teachers see their intrinsic rewards diminishing as demands grow . . . Formal and informal sources of reward or recognition for teachers are limited in many districts . . . Motivation is also hindered by the scarcity of opportunities to move to positions requiring more skill and expertise".<sup>70</sup>



## 2. Discussion of Issues Related to Teacher Motivation

Herzberg and Maslow have provided a framework of motivational theory that may be useful to education. Their theories may be applied to the field of education with the intention of attracting and keeping teachers motivated.

Hencley, et al<sup>71</sup> identified four issues related to teacher motivation which require review. They are:

1. Commitment to raised standards and rigorous selection procedures for admission to teaching (the typical standards have been characterized by mediocrity and relatively non-stringent entrance requirements).
2. Commitment to improved preparation programs (ones which are intellectually more stimulating and challenging).
3. Commitment to continuing education of teachers (opportunities for in-service and expansion of professional roles).
4. Commitment to appropriate rewards for teaching excellence (both financial and attitudinal).

Hencley, et al's comments suggest that the movement toward promoting programs of excellence has its origins in the training programs which prospective teachers participate in and must continue to pursue after they have become employed. Thus, a primary task for school systems becomes how they will attract and retain good teachers and motivate them to superior performance.<sup>72</sup> March and Simon distinguish between participation motivators and performance motivators.<sup>73</sup> Participation motivators are those which attract a person to the job and then keep him/her there as long as conformation to minimum job requirements takes place. Examples of these might be retirement plans, annual salary increases, and medical insurance. Performance motivators are those received contingent on one's performance, like merit pay.

To understand the importance of participation and performance motivating in education, it is necessary to review some of the research on who chooses to

teach and why they may or may not remain in teaching. Cresap, et al note that, "Proportionately fewer students are preparing for teaching than a decade ago".<sup>74</sup> They cite the following statistics to corroborate their statement: 19 percent of the full-time college students chose teaching as a probable career in 1970, while only 5 percent chose it in 1982.<sup>75</sup> In addition, only 70 percent of the actual graduates of training programs go into teaching and of these, many may be less academically qualified than those who chose not to.<sup>76</sup> There are also shortages of qualified teachers in various fields, e.g. mathematics and physics.<sup>77</sup> These teacher recruitment problems may be related in large part to low pay, poor prestige, few career options within teaching, and deficient working conditions.<sup>78</sup> Turk and Litt's<sup>79</sup> 1982 survey of 360 Connecticut teachers, along with an American Association of School Administrators National 1982 survey,<sup>80</sup> both identified low status of teaching, inadequate salary, poorly motivated students, and declining public respect for teachers as major sources of teacher dissatisfaction and poor morale.

Low teacher salaries have frequently been cited as the reason why individuals decide not to teach, or eventually leave teaching.<sup>81</sup> Kniker and Maylor observe. "Beginning salaries for teachers are lower than those received by most other college graduates".<sup>82</sup> Engineers, accountants, registered nurses, and sales people earn several thousand dollars more average starting salaries in comparison to teachers.<sup>83</sup> Salaries are usually based on number of years of experience and graduate credits earned, with little chance to exceed a maximum salary level, even after twenty years of employment. The maximum salary attainable may also be considerably lower than that of other occupations.<sup>84</sup>

Poor prestige is often associated with the low pay of teachers. According to the results of the 1983 Gallup Poll, only 45 percent of those polled wanted

their children to enter the teaching field as a career, as compared to 75 percent in 1969.<sup>85</sup> Sixty percent rated the schools with a "C" or less grade, while in 1975 only 44 percent rated the schools in this manner.<sup>86</sup> The declining lack of confidence and support for schools by the American public is a growing concern for teachers. In addition to this view held by the public, teachers also have to contend with a limited number of career opportunities and sometimes difficult working environments, which may diminish the attractiveness of the job and provide little incentive to excel.

In teaching, there are usually few means provided for teachers to advance or diversify.<sup>87</sup> Unless a teacher wishes to move into administration, he/she has little chance for career growth. In actuality, however, this type of move is really a job change rather than a professional advancement, and it usually causes the individual to abdicate his/her direct involvement with teaching activities. Creative opportunities to stimulate and promote professional growth must thus be sought by school districts. Several options which are available will be discussed later.

The nature and type of responsibilities which teachers are asked to take on today are increasing and becoming more complex.<sup>88</sup> Cresap, et al portrays the difficulties many teachers face: "Poor facilities, excessive paperwork, large class loads, breakdowns in authority, intransigent student behavior, and feelings of inadequate help and support".<sup>89</sup> All of these factors contribute to an overall feeling of job dissatisfaction and "teacher burnout". Sparks associates the term "teacher burnout" with "the harmful emotional and physical consequences of the strong pressures on contemporary classroom teachers . . . that are negatively affecting the morale and job satisfaction of thousands of American teachers".<sup>90</sup> This growing sense of dissatisfaction can be substantiated by a comparison of

the National Education Association's survey results of 1966 and 1981.<sup>91</sup> In 1966, 9 percent of the teachers surveyed indicated they would probably or certainly not chose teaching as a career again; in comparison, 36 percent felt this way in 1981. These results further reveal that more and more teachers may be leaving the field of education (or considering the possibility) to pursue other career opportunities. In fact, turnover rates during the first four years of teaching are estimated at 50 to 60 percent.<sup>92</sup>

The impact of all of these factors on teacher motivation is obviously great and may have a commensurate effect upon student achievement. Rosenholtz and Smylie observe that, "A teacher's feeling of effectiveness has repeatedly emerged as contributing to student achievement".<sup>93</sup> School systems must give serious attention toward ways to overcome these problems in an effort to attract and keep quality teachers in a quality profession. Considering the relationship of these issues to Maslow's hierarchy of desires and Herzberg's hygiene-motivation theory, it is imperative that school systems develop more effective methods to deal with teachers' needs to promote job satisfaction.



### 3. Identification of Various Motivational Techniques

The issues which surround teacher motivation are directly linked with numerous motivational techniques. To propel teachers towards increased job satisfaction, higher morale and improved teacher effectiveness, principals must utilize a system of incentives.<sup>94</sup> Incentives can result from rewards which result from the job content itself ("intrinsic"), or stem from the job context ("extrinsic").<sup>95</sup> Deci theorizes that, "In intrinsic systems, people motivate themselves out of ego-involvement and a desire to perform competently",<sup>96</sup> while "in extrinsic systems . . . people motivate themselves out of a desire for the reward".<sup>97</sup> Teachers have often been associated with receiving intrinsic rewards through personal achievement, pride in workmanship, and student gains, with few extrinsic rewards available.<sup>98</sup> The independent studies of Sparks, Herrick and Kimball all resulted in these findings,<sup>99</sup> and suggest that while intrinsic motivators are important, the supervisor/evaluator must also seek ways of providing extrinsic rewards. Cresap, et al note, "Research on incentives to motivate job performance and make occupations more attractive clearly establishes the importance of both extrinsic and intrinsic rewards".<sup>100</sup>

Kimball<sup>101</sup> explains the types of rewards which schools traditionally offer in these two categories. Extrinsic reward systems for teachers have generally included: 1) advancement on a single salary schedule (with variables of educational and experiential background, responsibility level and additional non-classroom duties considered), 2) promotion or advancement to another position through management of differentiated staffing channels, 3) merit pay or bonuses, 4) in-house performance contracting, 5) performance contracting, 6) educational voucher plans, 7) privileges, such as assignment or non-assignment of extra duties, 8) evaluation, and, 9) praise, support, encouragement, or

acknowledgment of results.

Intrinsic rewards usually stem from the teacher's perception of him/herself in a situation and are related to: 1) opportunity to fulfill the need to dominate others, 2) sense of achievement for teaching well, 3) self-confidence in role of a teacher or leadership position, 4) utilizing creative expression, and, 5) the chance to accept a challenge.

Although the types of rewards currently available to teachers may provide some degree of motivation and satisfaction, the issues raised in the previous section of this paper indicate a need for the supervisor/evaluator to systematize and improve upon present methods to advance teacher effectiveness.

Cresap, et al has outlined five categories of incentives which may be used by school districts to attract, motivate and retain highly qualified teachers.<sup>102</sup> They are as follows:

1. Compensation plans: changes in the amounts of salary schedules, benefits, and prerequisites (includes performance-based salaries, i.e. merit pay; modified salary schedule, bonuses, market-sensitive salaries, salary differentiation; loan forgiveness and scholarships; grants, sabbaticals and training; and modified base salaries and benefits).
2. Career options: various modifications in the traditional structure of the teaching career (includes career ladders, short-term career, part-time and joint appointments, and early retirement).
3. Enhanced professional responsibilities: ways of increasing teachers' compensation and extending and varying their teaching responsibilities (includes master teacher assignments, teacher projects, and longer day or year).
4. Non-monetary recognition: awards and means to motivate teachers through attention to their accomplishments.
5. Improved working conditions: bettering physical and social conditions in which teachers work.

Each of the above categories will be discussed in more detail.



There are various kinds of compensation-related incentive plans. Performance-based salaries include merit pay and a modified salary schedule. Merit pay is perhaps the most familiar form of monetary reward known to schools. Using merit pay, outstanding teachers are given a sum of money which is determined by the school district and relies upon the results of a performance appraisal (evaluation); varying amounts of money may be given for different levels of effective quality, or just extra sums may be awarded. Under a modified salary schedule, the traditional salary schedule is adjusted on the basis of performance, rather than relying upon cost of living adjustments, years of experience, and graduate credits earned. Again, the results of performance appraisal are used to determine the amount of salary increase a teacher will receive. Advantages to the use of these types of rewards include: 1) morale improvement, 2) retention of superior teachers, 3) motivation to improve, and, 4) attention to instructional goals.<sup>103</sup> Disadvantages of the methods are: 1) lack of need for a reliable, objective evaluation system, 2) lack of reliance on trained evaluators, 3) disagreement on criteria, 4) insufficient funds, and, 5) the same teachers receiving the rewards year after year. Scherer ascerts, "Many merit pay plans have a primary objective to attract or to keep good teachers and thereby to improve the quality of education for students".<sup>104</sup> The schools in Ladue, Missouri employ the oldest and most successful merit pay system in the country.<sup>105</sup> However, the research has shown that performance-based salary adjustments are extremely controversial and may not work for every teacher or school district. There are other types of approaches available including bonuses, market-sensitive salaries, salary differentiation based on job factors, loan forgiveness and scholarships, sabbaticals, grants and training, and modified base salaries and benefits.

Bonuses are sums of money given on a one-time basis.<sup>106</sup> They may be awarded individually or in groups and can be earned in a number of ways. Some examples might be for receiving good performance appraisals, completion of a special project or coursework, taking on a difficult teaching assignment, or exceeding attendance requirements. Bonuses may also be used to attract potential college graduate candidates to a district. Houston and Dallas, Texas, and Seiling, Oklahoma, school systems all utilize the bonus method of reward for their teachers.<sup>107</sup> Each reports a moderate to high degree of success in using this reward. Pros and cons to the use of bonuses include:<sup>108</sup> pros -- 1) motivation is renewed annually, 2) no effect on base salary pay so no long-term budgeting is required, 3) may be kept confidential (in some schools), 4) a tie-in to student achievement and educational goals is feasible, and 5) participation may be voluntary; cons -- 1) funding is vulnerable to budget cuts, 2) some teachers may choose not to participate, and, 3) reward may be inappropriate for some teachers.

Market-sensitive salaries are related to positions which are hard to fill because of shortages in the field or location.<sup>109</sup> A district can establish a salary schedule which reflects differences in pay, corresponding to differentiated market rates. A strength of this program is that it can attract and retain skilled teachers. Its major drawbacks lie in the impact on current salary schedules, teacher's negative responses, and the teacher union controversy surrounding the need to revise the differentiated salary schedule as the market fluctuates. Rather than relying on areas of shortage, districts may wish to consider job factors for salary differentiation.<sup>110</sup>

Two sets of factors to consider might be knowledge and skills (level of ability, range, and depth of information) and impact and accountability (how a

position is useful in achieving school's goals). Cresap, et al describe how these factors may be instrumental in developing a differentiated salary schedule: "By using factors such as these, teaching positions can be ranked and related to the relevant job markets. Salary grades can be established for clusters of teaching positions, with each grade having its own set of salary steps".<sup>111</sup> The strengths of this program are that it can reward teachers for performing different types of jobs, and it relies on the achievement of district goals. Weaknesses, however, do exist, and these primarily stem from the need to have an effective evaluation system in place and the necessity of obtaining teacher support (which appears somewhat unlikely).

Another alternative to look at is loan forgiveness and scholarship programs.<sup>112</sup> When hiring prospective teachers, school districts might promise to pay off educational loans, provided the teachers agree to remain in the district for a certain amount of time. Scholarships may also be used to attract outstanding candidates before they complete their training. This type of incentive is similar to those used by business and industry and may make the teaching profession more attractive. On the other hand, it may create morale problems, legal difficulties, and be costly and unreliable to school districts.

For staff already employed, school systems may well renew their motivation through awarding grant projects, sabbaticals, or special training.<sup>113</sup> The Union High School in Tempe, Arizona, has established a system which recognizes two of its teachers per year through this system.<sup>114</sup> Lamar Alexander, Governor of the State of Tennessee, suggests that, "Fellowships and sabbaticals should be available to permit teachers to do advanced study and research".<sup>115</sup> These methods are: 1) non-threatening, 2) positive, 3) enhance professional growth, and 4) are not costly. Hinderances may arise in designing a

program which is accessible to more than a select few teachers, and dealing with the politics of who receives the assignments.

The last type of compensation-related incentive which school districts might utilize is modification of existing base salaries and benefits.<sup>116</sup> Establishing higher starting salaries, increasing all established salaries, or using "cafeteria" fringe benefit plans are all viable options. A "cafeteria" plan is one in which teachers can choose to vary their benefit plans to their own needs, e.g. receiving cash for unnecessary benefits. On the positive side, such plans may: 1) increase teacher morale, 2) make teaching careers more attractive, 3) enable districts to move toward concentration on higher level (Maslow) needs, and 4) keep quality educators in the field. Negative limitations may occur from inflexibility of existing laws and difficulties with budget cuts. Poor pay has been consistently cited throughout the literature as detrimental to teacher motivation, and as administrators of the Amherst-Pelham, Massachusetts School District point out, "Money might not be all that important to great teachers, but it sure doesn't hurt".<sup>117</sup>

Another category of incentives which may be adopted by school districts is that of career options.<sup>118</sup> Possibilities of career options include career ladders, short-term teaching, part-time and joint appointments, and early retirement.

Career ladders usually have three to four levels including entry (beginning or probation), continuing (regular or career), senior, and master.<sup>119</sup> There are several purposes for the use of career ladders: 1) to provide advancement opportunities in the teaching field, 2) to counteract teacher stagnation, and 3) to reward and motivate superior teachers. Cresap, et al describe the process of movement up in the career ladder: "Advancement to higher levels usually may



occur only after a specified number of years at the current level and is based on some combination of performance, accomplishment, years of experience, and level of educational attainment".<sup>120</sup> After reaching each level, a teacher's title is changed, higher pay is awarded, and responsibilities are increased. Senior and master teachers may be given opportunities to receive additional training, serve as in-service leaders, chair a special committee or project, or observe and assist other staff members. The Governor of Tennessee is considering a career ladder approach for teachers and comments, "If everybody else has prestigious titles available, such titles also should be available to teachers".<sup>121</sup>

Some of the advantages to career ladders include: 1) opportunities for advancement, 2) enticement to keep good teachers in education, 3) possibility of linkage to increased pay and responsibility, 4) reliance on enhanced prestige and pay as a reward, and 5) favorable chance of acceptance by teachers and teacher organizations. Problems may arise from: 1) taking the best teachers out of their classes, 2) disruptions of program continuity, 3) decrease of time on teaching tasks, and 4) the danger of creating a "mid-level" bureaucracy. The concept of career ladders is relatively new, and although few school districts utilize career ladders, many are now considering them as viable alternatives to straight merit pay systems.

Somewhat similar in concept to career ladders, but more radical in its approach is the idea of teaching as a short-term career.<sup>122</sup> Alexander indicates that the view of teaching as a career one enters into for twenty-five to thirty-five years may be discouraging to potentially able non-teachers.<sup>123</sup> An alternative approach would be to have separate categories of teachers: "careerists" (those who wish to remain in teaching) and "short-termers" (those who have the choice of becoming careerists). While short-term teaching may

attract some new outstanding teachers to the field, the restructuring that would be necessary would be enormous. In addition, a caste system may arise, short-termers may lack commitment to achieving effective performance, continuity may be disrupted, and incentives to teach for a few years may be insufficient.<sup>124</sup>

Two other career alternatives also exist, however; those of part-time and joint appointments and early retirement.<sup>125</sup> By using part-time and joint appointments, school districts may share talents of specialized staff with other institutions or provide flexible teaching positions to individuals involved in other activities, e.g. child-care or private practices. Potential benefits of these incentive programs may be derived from greater pooling of resources, increased prestige, and larger numbers of qualified staff at reduced costs. Drawbacks may stem from a lesser loyalty of part-time staff, difficulties in filling positions, and problems with building strong peer relationships.

Early retirement may act as a reward for some who are no longer motivated in teaching by encouraging them to leave at an earlier age and providing younger teachers with an opportunity to enter a school system. Although there are costs involved, often those saved by hiring a less experienced teacher will offset the funds needed for early retirement.

Besides compensations and career option plans, school districts may seek to expand teachers' professional responsibilities by making them master teachers, giving them special projects, or increasing their working hours on a daily or yearly basis.<sup>126</sup> All of these methods would be supported through payment for extra efforts. Master teachers may be created without the use of a career ladder. Zirkes and Penna suggest that, "The administrator/supervisor should develop a list of teachers who have exhibited unusually fine teaching



styles and techniques who would be willing to allow classroom visitations by their colleagues".<sup>127</sup> Special projects could be arranged beyond the regular classroom instruction. Mini-grants and project proposals could be reviewed by a committee and monetary awards given on the basis of successful completion. Holcomb suggests giving a teacher a semester off to work on a particular activity which could be published or used to train other staff.<sup>128</sup> The Round Valley School District in Covelo, California, uses an incentive program based on teacher-initiative and monetary support which has resulted in an expansion and improvement of its existing curriculum.<sup>129</sup>

Teachers in the Weber County School District, Ogden, Utah, can earn extra money by teaching extra classes or working a longer school year.<sup>130</sup> Activities which might be engaged in include: 1) advising students, 2) training teachers, 3) consulting with parents, 4) providing remedial assistance, 5) developing instructional materials, and 6) teaching summer school.

By enhancing professional duties, school districts can alleviate burnout, reward superior performance in a less visible manner than through merit pay, and intensify their programs. A danger may be that added responsibilities will be a waste of time and superfluous to teaching.<sup>131</sup>

All of the incentive systems discussed thus far have relied upon money, structural changes, or the addition of responsibilities to implement them. Motivation and rewards systems do not always have to be based on monetary incentives.<sup>132</sup> By using non-monetary forms of rewards and improving upon working conditions, school systems can do much to spur teachers on to effective performance.

The literature is replete with suggestions for non-monetary rewards for teachers. Cresap, et al comment that, "Many school districts have long used

awards and other low-cost forms of recognition to motivate effort and improvement, to reward outstanding performance and accomplishments, and to increase the likelihood that the best teachers will remain in teaching".<sup>133</sup>

Walker and Moffitt argue that the school principal must recognize and reward the efforts of not only those within the system (teachers, secretaries, etc.), but those who contribute to the successful operation of the school from the outside (volunteers, senior citizens, etc.)<sup>134</sup> Eight ideas for rewards are offered:

1) teacher of the week, 2) lunch with the principal, 3) blue ribbons for the secretary, 4) school environment award, 5) grandparents' week, 6) parent honor roll, 7) special school service award, and 8) Gold Medal Volunteer Club. Brodinsky suggests additional ways in which administrators can motivate teachers:<sup>135</sup> 1) smile at them, 2) take a teacher to a conference, 3) congratulate teachers on their participation in events outside of school, 4) support classroom management, 5) defend teachers, 6) reduce meaningless paperwork, 7) share governance, 8) develop a support network, 9) stress good communication, 10) enforce standards of discipline, and 11) provide opportunities for in-service.

Holcomb adds to these ideas by recommending that the supervisor/evaluator encourage teachers to teach adult education or university courses, speak to community groups, and write articles for local papers.<sup>136</sup> Alexander emphasizes the need to " . . . think of some new and better ways to honor, respect, and award prestige to teachers",<sup>137</sup> and lists some ways schools may begin: 1) change titles of teachers, 2) make awards, accolades and commendations generously, 3) confer honorary degrees, 4) find more meaningful summer work, 5) give teachers secretarial help, 6) encourage educational leadership roles, 7) use short-term teaching, 8) allow teachers to serve as

community leaders, 9) develop a national form of teacher recognition, and 10) ask teachers to deliver guest lectures.

The use of visitations, changing staff assignments, and establishing faculty advisory committees have also been means by which principals have sought to motivate teachers towards effective performance.<sup>138</sup> Whatever method of non-monetary rewards supervisors/evaluators choose to adopt, the need for praise, encouragement, and recognition is evident.<sup>139</sup> As Walker and Moffitt conclude, "It pays off in countless ways by renewing the motivation and enthusiasm of the recognized individual and by helping him/her feel a refreshed commitment to the task at hand".<sup>140</sup>

Non-monetary rewards are usually most effective if they are used in combination with other types of incentives and if there are not too few or too many of them.<sup>141</sup> If there are too few, teachers may view them cynically, and if there are too many, they may lose their meaning.

Another form of incentive which need not be based on money is that of improving teacher working conditions.<sup>142</sup> Improvement may be made first in the physical environment (one that is safe, orderly and pleasant), then in student discipline, class sizes and teaching loads, and finally, in adequate textbooks and instructional equipment and supplies. If a principal already has a climate which fosters positive student and teacher attitudes, he/she may then seek to establish conditions which promote increased collegiality, involvement in decision making, greater autonomy, and more opportunities for discourse on professional matters.

The rationale for improving working conditions may be found in the theories of motivation discussed earlier in this paper. Maslow and Herzberg associate working conditions with lower-level and hygiene needs. According to Maslow, if these needs are not met, an individual cannot move to attainment of

higher-level needs. Hygiene factors, according to Herzberg, do not motivate, but if not present may cause job dissatisfaction. It is therefore important for principals to consider what elements of their school's working environments require improvement. Cresap, et al caution that while this may be the least threatening type of incentive for teachers, it should not be used as an inexpensive substitute for others.<sup>143</sup>

To insure the success of any teacher incentive plan, administrators must bear in mind the level of needs at which teachers are operating (individually and collectively), their personal attitudes and style of management (to insure compatability), the relationship to already existing systems (formal and informal), and the impact upon established methods of teacher appraisal. It is only through a well-thought out and carefully developed approach that a creative, responsive, and beneficial program will be achieved.<sup>144</sup>



#### 4. Implications

Teacher evaluation has been the most traditional means by which school systems have assessed effective teacher performance. Based on the nature of the feedback provided, whether it is essentially positive or negative, the teacher will view the results as either a motivator or a deterrent. Positive appraisals have typically been the manner in which teachers have received their "pats on the back". In relation to alternative methods of improving teacher effectiveness, Cresap, et al state, "Evaluation is both a necessary component of incentive arrangements and a means for imposing teacher working conditions. Some evaluations can improve teacher's sense of mastery and provide direction for improvements which make their work more satisfying".<sup>145</sup>

In the past decade, greater attention has been focused on making teacher appraisal systems more specific, responsive, and objective, while considering their results for use in conjunction with or parallel to a teacher incentive program.<sup>146</sup> The outcomes have varied, but some school districts are now considering or using teacher evaluations to substantiate salary increases linked to merit pay and bonuses, access to career ladders, and identification of master teacher statuses.

In addition, school systems have begun to look more closely at the present conditions and public images of teachers as they relate to motivation, morale, and effective performance. The teaching profession has been characterized by low pay, poor prestige, few career advancement opportunities, and difficult working conditions. In an effort to alleviate some of these problems, supervisors/evaluators have turned to Maslow's and Herzberg's theories of motivation to obtain insight into the factors which impact upon teacher motivation, job satisfaction, and effective performance. Weller asserts that, ". .

utilizing A.M. Maslow's hierarchy of basic needs provides a useful vehicle for principals to meet teachers' essential needs".<sup>147</sup> Kaiser also professes that, "An excellent explanation of teacher motivation and burnout can be extracted from the work of Frederick Herzberg".<sup>148</sup>

Based on this application of Maslow's hierarchy of needs and Herzberg's hygiene-motivation theory to understanding and meeting teacher's needs, school systems (including the school board, teacher's association and community) may develop types of reward incentives necessary to provide job satisfaction and effective performance.

There exist a variety of methods to choose from including: compensation plans, career options, enhanced professional duties, non-monetary incentives, and improvement of working conditions. The options differ in scope, magnitude, character, cost, purpose, and potential effectiveness.<sup>149</sup> Whether they are formal or informal, monetary or non-monetary, the main purpose of teacher incentive plans should be to attract and retain good teachers through the use of mutually-agreed upon motivational techniques. As the demands upon teachers increase, and the potential for rewards from intrinsic motivators decreases, school systems will need to develop more powerful sources of extrinsic rewards. If schools are to achieve the levels of excellence being called for, they must provide teachers with the incentives necessary to achieve this goal.



### Section C: Summary and Initial Conclusions

It is clear from the review of the literature of teacher evaluation systems, that a balance must be established with the approach school systems incorporate for evaluating teachers. Of the five formal approaches that can be taken when evaluating teachers, it is evident that which approach or combination of approaches is used will be determined by the school system's individual needs. Factors such as need for a greater or lesser degree of management intervention, financial situation, school size, and amount of time allowed for administrators/teachers to devote to teacher evaluation all impact on the effectiveness of a performance appraisal system. As noted in this chapter, once the decision is made to evaluate, then the school system must determine how to implement teacher evaluation. The balance again must be established from summative to formative techniques. All the methods of teacher evaluation must be assessed to determine an appropriate approach for a given school system. The dynamics of the school will often dictate the approach employed for an effective evaluation program. Ideally, whatever system is implemented should be determined by all parties that must be involved in the actual system; to assure success, teachers must feel a sense of ownership in the system used. Congruence, as stated earlier, is necessary to assure that teachers and supervisors/evaluators are working toward the same goals.

Maslow and Herzberg provide motivational theories for rewarding or promoting effectual teaching. Factors that satisfy people are connected to their jobs and, if properly reinforced, can increase personal accomplishment. Implicit in their research is the need to prevent teacher dissatisfaction. Linking the various approaches of teacher evaluation or components of different evaluation systems with those factors which satisfy or motivate teachers through the

actual evaluation system presents an interesting challenge for school systems attempting to improve teacher effectiveness. As noted earlier, the manner in which school systems create teacher evaluation systems based on motivational factors of teaching will be dependent on the individual circumstances inherent in each school system. Numerous issues impact on the connection between evaluation of teachers and the degree to which schools are able to motivate or implement a motivational system. It becomes apparent that teacher motivation is dependent on commitment in terms of raising standards, improving preparation programs, continuing education of teachers, and other factors related to job satisfaction or dissatisfaction. Commitment, a motivational factor, becomes the critical step a school system must make when planning to implement a system to enhance teacher performance and improve teacher self-esteem.

The numerous motivational techniques discussed in this chapter provide specific examples school systems may adopt to fit their individual needs. Reward systems can be incorporated selectively within a given school system, depending on the situation. If money is no object, and is a determined factor in teacher motivation, then the hygenic of monetary reward may be appropriate for increasing teacher satisfaction and quality education. A word of caution should be remembered here: of the numerous motivational techniques discussed in this chapter, monetary reward, career options, career ladders, and early retirement must be approached with an awareness related to the reality of the school system's teacher evaluation program and how the research on motivational theory fit together. In any approach to improving teacher performance, motivation can be misdirected if not well thought out and carefully planned.

In conclusion, teacher evaluation programs are an established fact of educational systems. They are designed to meet the demand for accountability in education. The discussion of motivational theory and teacher evaluation has suggested that there is a direct relationship between teacher job satisfaction and the accomplishment of the work of the school. Indeed, job satisfaction is motivation in practice. Through providing proper motivational opportunities, one provides for satisfaction at work and therefore enables oneself and others to fulfill their potential.

In Chapter III, the relationship of teacher perceptions and attitudes related to teacher evaluation, motivation, incentives, and support will be looked at, through a review of the findings of a pilot study conducted by the writer.

**CHAPTER III**  
**PILOT STUDY**

## PURPOSE

The purpose of Chapter III is to review the preliminary investigation into the types of incentive systems currently being used in two rural elementary\* school systems located in southern Vermont and New Hampshire, through the use of the TIPS instrument. An attempt was made to analyze the effectiveness of the incentive programs based on attitudinal, perceptual, and biographical data collected.

The data from the pilot study will be summarized and discussed, and then used to substantiate the five propositions previously presented in Chapter I. The survey results were also used as the basis for determining future areas of investigation and inquiry relative to teacher motivation and incentive systems. Finally, the data was used to revise the design and content of the TIPS tool for implementation on a larger and more comprehensive scale, for the development of the writer's project.

"Elementary" is defined as kindergarten through sixth grade within this pilot study.

### Section A: Method of Study

A survey instrument addressing key areas related to reward systems and their effect on teacher performance and self-esteem was developed to assess the nature of the research findings outlined in Chapter II and the five proposition statements delineated in Chapter I of this paper. The propositions were as follows:

1. The success of teacher incentive programs may be linked to an effective evaluation system.
2. Staff involvement is a key component to developing useful systems of reward and evaluation.
3. Strong administrative support and favorable feedback from evaluations encourages teachers to perceive themselves positively in terms of motivation.
4. Teachers and administrators with more years of experience tend to take greater advantage of teacher incentive plan opportunities than those with fewer years of experience.
5. Schools which offer teacher incentives based on participation and performance motivators will have greater success in attracting and retaining teachers than those which utilize only participation motivation incentives.

To verify the validity of the propositions stated above, the TIPS instrument was designed to address specific topics, which include: evaluation systems, administrative support, teacher incentive plans, and level of teacher motivation. A section on personal and professional background information was added to help determine if certain relationships exist between successful teacher incentive programs and various groups of respondents (i.e. experienced vs. non-experienced, male vs. female, and married vs. single).

The survey was reviewed by each member of the investigator's committee and Mr. Keith Bruno from the Graduate Research and Study Center, School of Education, University of Massachusetts in Amherst. Based on input from these



individuals, the survey tool was revised. Following the printing of two draft copies, a third and final edition was compiled for use in the pilot study. A copy of the TIPS used in the pilot study may be found in Appendix A.

## Section B: Procedure for the Pilot Study

When the final copy of TIPS was ready for distribution, two rural school systems were contacted to see if they would agree to participate in the pilot study. The two school systems contacted were the Springfield School District, Springfield, Vermont and the Charlestown School District, Charlestown, New Hampshire. Both school systems agreed to take part in the project.

The Springfield school district employs sixty (60) elementary teachers and three (3) administrators, and serves approximately eight hundred (800) students. Fifty (50) surveys were distributed to three (3) schools. All respondents were selected on a voluntary and random basis. The surveys were distributed by the administration via the central office. Replies were kept confidential, and a cover letter explaining the purpose of the survey was attached to each questionnaire. A copy of the cover letter may be found in Appendix B.

The Charlestown school district, which is located one mile from Springfield, Vermont (but located in New Hampshire), employs forty (40) elementary teachers and two (2) administrators. The student population is estimated to five hundred and twenty-five (525). Four (4) schools participated in the pilot study. Fifty (50) surveys were also distributed to the staff, under the same conditions as those described for the Springfield School District.

The two schools involved in the pilot study were selected for the following reasons: 1. comparable number of schools, staff, and students, 2. ruralness, 3. close proximity, and 4. willingness to participate. Both school districts were provided with a summary of the survey results and an analysis of the data as an agreed to condition of their participation. Letters of "thank-you" were sent to all staff members involved in the pilot project, and copies of these are located in Appendix C.

## Section C: Analysis of Data

### 1. Survey Population

Fifty surveys were distributed in each participating school district. All respondents were selected on a voluntary and random basis. A total of forty-three questionnaires were completed from a possible one hundred distributed. It is estimated that an average of ten to fifteen minutes was spent on answering the survey questions. Responses are considered valid indications of staff perceptions and attitudes as individuals took part in the study by choice.

This study is limited in size, geographical area, and population. However, the findings of the study are to be used as indicators for further investigation and refinement of the survey tool. The analysis of the data will be based on these understandings.

### 2. Composite Results

One hundred surveys were distributed between the two school districts involved in the pilot study. Forty-three surveys were returned, yielding a net response of 43%. Twenty-seven, or 63%, of the surveys were completed by Springfield staff. Sixteen, or 37%, of the surveys were filled out by Charlestown staff.

Owing to the manner in which the survey was designed, the format of the questions does not lend itself to a clear, concise, recording structure. The overall results are summarized in Appendix D and Appendix E. Appendix D indicates the number of responses for each question, while the percentages based on the total number of surveys collected are located in Appendix E. The investigator recognizes the problems in referring to the data in this fashion but will attempt to capsuleize and highlight the significant findings of the study using generalized observations based on the survey results. These findings are

summarized as follows:

**a. Part One - Attitudes and Perceptions**

**1. Evaluation Systems**

Respondents in the sample group reported that classroom observation, checklists, and goal-setting conferences had been used in the evaluation process for three years or more, with greater frequency than any other type of system. An average of twenty-six (60%) individuals indicated this, while only nine (21%) selected the rating scale, narrative, and self-assessment as major methods of evaluation in use for three or more years.

The top three types of evaluations which staff preferred were (in rank order): classroom observation twenty-eight (65%), goal-setting conference twenty-seven (63%), and self-assessment twenty-four (56%). This would indicate that the survey participants were satisfied with two of the evaluation tools currently in use, but would opt to replace check-lists with self-assessment.

Generally, however, thirty-eight (88%) of the staff felt that the results of their latest evaluation were both positive and encouraging. The survey results point out that most teachers are evaluated annually, and administrators conduct one to three evaluations per year. Administrators had the greatest amount of involvement in selecting the evaluation systems (77%), with teachers and school boards having smaller degrees of input, respectively. Parents were not cited as having any contribution to how the evaluation methods were chosen.

**2. Administrative Support**

Survey participants were asked to rate the frequency and availability of types of support and feedback which they receive from administrators and peers.

A large percentage (70%) of the educators surveyed felt they had administrative support available almost always or always. A slightly lower number, eighteen (42%), reported receiving positive feedback from administrators almost always or always. About the same amount felt that administrative support was only available sometimes. The staff perceived their peers as providing a lesser degree of positive feedback almost always/always, while a higher degree of positive feedback was available sometimes.

Only five of the respondents (12%), felt that there was no central office support in existence for them, while thirty-five (81%), indicated that it was there. About two-thirds of the participants identified that there were clearly defined organizational goals, which teachers were aware of, while the other third stated there were not.

It would appear from the percentage of affirmative responses that the individuals surveyed had a fair amount of administrative support available and receive a good deal of positive feedback from building principals and peers.

### 3. Teacher Incentive Plans

Fourteen different types of incentive plans were listed in the survey. Respondents were asked to identify types of incentives used in their district, those they had participated in, and their degree of participation. Information on the perceived success and reasons for the success was also obtained relative to incentive plans.

The three incentives most readily available in both districts were tuition reimbursements, salary step increments, and leaves of absence, in that order. Tuition reimbursement was listed by 100% of the participants, while career ladders and merit pay were chosen by none. The remaining incentives were available from most to least: paid workshops/in-services, sabbaticals, position



changes, medical/financial benefits, special projects, recognition awards, master teachers, fitness programs, and work stipends.

Those incentive programs which were most commonly found in the districts surveyed appear to be tied in to a participation reward system, as opposed to a performance motivation plan. March and Simon have described the difference between the two as follows: participation motivators are those which attract and keep a person in a job as long as he/she conforms to minimum job requirements; performance motivators are based on one's job performance.<sup>150</sup> Although some types of performance incentives exist, the majority of those available are received primarily as a virtue of employment.

The staff reported that tuition reimbursement, salary step increments, and paid workshops/in-services, were the incentive options participated in most frequently. Of those incentive plans available, thirteen (30%) indicated their participation level was adequate, while fifteen (35%) ranked themselves as having good involvement. Few felt their participation was poor or excellent (three-7%, combined).

It is interesting to note that of the three incentives most commonly taken advantage of, leaves of absence was not included. Although it was rated as one of the most available, only eight survey respondents (19%) availed themselves of the opportunity to use it. Leaves of absence received the highest rating for incentive plans having average success (selected by sixteen individuals (37%), while career ladders and work stipends, chosen by only two (5%), received the lowest.)

Medical/financial benefits and salary step increments were selected as the most highly successful teacher incentive plans by thirteen (30%) and eleven (26%) people, respectively. Merit pay was the most unfavorable type of reward,

as ranked by twelve (28%) respondents. Tuition reimbursements and paid workshops/in-services were identified as the third and fourth most successful incentives by approximately 19% of the survey population. The key to success was clearly defined as staff participation and teacher input by over half of the respondents. Consistent use and administrative support were factors to a much lesser degree, while financial backing, school board support, and community support were not greatly stressed. No link to the evaluation system being used in each district was made by any of the staff through their answers.

Based on these results, it would appear that both the Springfield and Charlestown school systems utilize fairly standard systems of incentives, which their staff participate in with an adequate to good degree of success. Although the staff view their own participation and input as crucial to a successful incentive program, only average effort is made to be involved. Most of the incentive plans available are based on participation rather than performance factors. It may seem likely that innovative, creative and stimulating opportunities for growth and advancement are absent; however, staff through the use of rating scales, identify few types of performance motivators as being successful. Overall, the districts seem to have an average, somewhat positive program of incentives which is based on staff participation.

#### **4. Level of Motivation**

The TIPS participants generally indicated that they viewed themselves as very highly motivated. They perceived principals, teachers, parents, and students as having the same outlook. Thirty-three (77%) rated themselves as very highly motivated, and an average of twenty-six (60%) identified others as feeling similarly.

As indicated by their responses, the staff who took part in the pilot

study, appear to have a positive image of their motivation level and feel strongly that they are perceived as such by others. The high level of motivation seems to be energy which will likely remain geared towards the educational field. The writer makes this assumption based on the data collected on future career goals. Twenty-eight respondents (65%) wanted to remain in their present position, and eleven (26%) hoped to change teaching assignments. Only seven (16%) sought to leave their careers as teachers or administrators. One could assert, therefore, that the individuals who completed the surveys were satisfied with their career choices at the present time and had strong levels of motivation.

### **b. Part Two - Background Information**

A profile of the study's respondents was obtained from the background information found in Section Two. Of the forty-three individuals who completed the surveys, thirty-nine (91%) were married with an average of two to three dependents living at home. Thirty-two (74%) were between the ages of twenty-six and forty-five years, and the group was divided almost by half into males and females.

Most of the participants (84%) were classroom teachers, while seven (16%) were part or full-time administrators.

Twenty (47%) earned an average salary between \$20,100 and \$25,000, while fourteen (33%) were paid between \$16,100 and \$20,000. Sixteen (37%) earned less than \$1,000 in additional income, while fourteen (33%) made up to \$7,000 in supplemental income. The number of years of experience for eighteen (42%) of the group was between eleven and fifteen, with the remaining twenty-four (56%) evenly distributed between less than ten years or greater than sixteen years of experience. Seventeen people (40%) had been in their present position anywhere from one to five years, with fourteen (33%) employed for six to ten years.

Twenty-three (53%) of the respondents held Bachelor's degrees in teaching, while eighteen (42%) had earned Master's degrees in education. Only two (5%) of the Bachelor's level people were enrolled in advanced degree programs.

On the average, twenty-three (53%) of the participants indicated they donated six to fifteen hours per week or per day of time on school related activities after school, as compared to eight (19%) who received compensation for these duties. Twelve individuals (28%) were paid for extra-curricular

activities ranging from one to ten hours per week, as opposed to seventeen (40%) volunteering their time.

Almost all of the study group (84%), reported that they attended zero to four workshops/classes per year, received the same number of professional journals, and belonged to that many professional organizations.

The survey population appears to be a fairly typical educational staff population. This may be ascertained from the data on age, sex, marital status, number of dependents, years of experience, degrees earned, salary range, and paid vs. volunteer endeavors. The average respondent taking part in the study was married, with two dependents, between twenty-six and forty-five years of age, earning \$20,100 to \$25,000 per year after eleven to fifteen years of experience. Most held either a Bachelor's or Master's degree and were classroom teachers.

The standard profile obtained from the survey results is consistent with the data generated in Section One as to types of evaluation and incentive systems in use, and perceived levels of motivation and support available in the Springfield and Charlestown school systems. Five propositions were established which may be helpful in identifying particular themes or patterns subscribed to from the survey data. Each proposition will be reviewed separately for substantiating documentation.

### **3. Relationship to Propositions**

The investigator established five propositions supported by the literature on teacher incentives, evaluation systems, and motivation prior to collecting the completed surveys. These five tenets were as follows:

1. The success of teacher incentive programs may be linked to an effective evaluation system.



2. Staff involvement is a key component in developing useful systems of reward and evaluation.
3. Strong administrative support and favorable feedback from evaluations encourage teachers to perceive themselves positively in terms of motivation.
4. Teachers and administrators with more years of experience tend to take greater advantage of teacher incentive plan opportunities than those with fewer years of experience.
5. Schools which offer teacher incentives based on participation and performance motivators will have greater success in attracting and retaining teachers than those which use only performance motivation incentives.

Once the survey results were received, the data was compiled and reviewed to ascertain the degree of support for the contentions outlined above. Specific questions from the survey were selected for each proposition to serve as supportive indicators. In order to substantiate the propositions, only certain responses were identified as applicable, and a criteria level of acceptable answers was established. The validity of each ascertainment will be discussed based on the developed standards.

1. Proposition One: The success of teacher incentive programs may be linked to an effective evaluation system.

Seven questions pertaining to evaluation and teacher incentive programs were selected from Section One, Part C, of the survey relative to Proposition One. These questions included #1, #2, #4, #6, #16, #17, and #20. A total of seventeen responses was possible, and a baseline of twelve was established as a probable indicator of support.

Most respondents meeting this criteria reported that checklists, classroom observations, and goal setting techniques were the current methods of appraisal used in their schools. These methods had been selected by both administrators and teachers. The preference, however, was to replace checklists

with a self-assessment instrument. All of the substantiating group had received encouraging and positive results from their most recent evaluation, and felt that administrative support was always or almost always available to them.

In general, leaves of absence, tuition reimbursement, paid workshops/in-services, and salary step increments were the most common types of incentives available. Thirteen respondents (31%) took advantage of all these incentives. Teacher input, staff participation, administrative support, consistent use, and financial backing were highlighted as the reasons why teacher incentive programs succeed.

The average profile of the group was that of an experienced teacher (eleven to fifteen years), in his/her position for six years or more, with a Bachelor's degree, married, and earning \$20,000.

Thirty percent of the surveyed population met the established criteria for Proposition One. Although this is not a high percentage of the survey group, it does provide some degree of support for the linkage of an effective evaluation system to a successful teacher incentive program. Further study is needed, however, to determine if the results of evaluation methods used in each district are the basis on which particular teacher rewards and incentives, are provided. A larger study population would also be beneficial for assessing the specific relationship of teacher incentives to evaluation systems.

## 2. Proposition Two: Staff involvement is a key component to developing useful systems of reward and evaluation.

Fifteen (35%) of the forty-three participants surveyed answered positively to at least four of six questions used to determine the impact of staff involvement on the responsiveness of reward and evaluation systems. The questions used to support Proposition Two were selected from Section One, Part

B, question #2, and Part C, questions #4, #7, #17, #18, and #20.

Most of the respondents submitted that teachers, as well as administrators, had been part of the process for developing the evaluation system in their schools. Sixty-six percent felt that staff involvement and participation were necessary for incentive plans to operate successfully. All had taken advantage of at least three or more of the incentive opportunities available to them, with a good to excellent level of participation. About one-third were willing to serve on a committee to review the use of incentive plans in their districts.

The staff members were generally characterized as married, thirty-five years of age, with two-thirds holding a Bachelor's degree and one-third with a Master's degree, earning \$20,100 to \$25,000 per year and working six to ten hours after school each week. This profile would appear to be that of a fairly stable population.

As noted, the percentage of individuals fulfilling the criteria for data-based support comprise approximately one-third of the survey group. While these statistics lend support to Proposition Two, a conclusive statement cannot be made from this sampling. It may be inferred, however, that teachers feel their input and participation is critical to the successful operation of appraisal and reward systems. Staff involvement in the preparation and design of any teacher incentive or evaluation system is a widely accepted and relied upon practice in the educational sector. Therefore, more research is needed by the investigator to provide stronger support for this proposition.

3. Proposition Three: Strong administrative support and favorable feedback from evaluations encourage teachers to perceive themselves positively in terms of motivation.

To assess the validity of Proposition Three, six questions were selected from Section One. In Part A, question #6 was used, from Part B, questions #2 and #3, and in Part C, questions #2, #8, and #9. At least four of the six questions required a particular response in order to be considered valid evidence of support.

Thirty-three (77%) of the survey population met the established criteria. The compiled results yielded some interesting findings. Based on their responses, the respondents clearly indicated a high level of administrative and central office support being available. Positive feedback was almost always given by the building administrator, and 100% of the supporting group had received positive/encouraging or very positive/encouraging results on their most recent evaluation.

Seventy percent of the thirty-three individuals rated themselves as very highly motivated. They generally perceived principals, teachers, parents, and students as also viewing them as very motivated. The average respondent for the group had been working in education for eleven to fifteen years and spent at least five years in their present position, earning a salary of approximately \$20,000.

It would appear from these patterns that a strong correlation between administrative support, evaluation results, and teacher perceptions regarding motivation does exist. The investigator would venture that a greater amount of administrative support, coupled with favorable evaluation results would enhance and develop positive attitudes towards motivation in staff.

4. Proposition Four: Teachers and administrators with more years of experience tend to take greater advantage of teacher incentive plan opportunities than those with fewer years of experience.



Three questions, with a possibility of twelve responses, were looked at in terms of Proposition Four. Under Section One, Part C, questions #17, #18, and #19 were selected for review. A standard of seven out of twelve answers was set, and a minimum of eleven years of experience was included to serve as substantiating criteria.

Only fourteen (33%) of the forty-three participants fell into a supportive group. Eighty percent of the fourteen had participated in four or more of the incentives offered in their schools. All of the supportive group had been teaching for eleven or more years.

On the average, tuition reimbursements, paid workshops/in-services, salary step increments, medical/financial benefits, and sabbaticals were rated (in order of selection) as the most beneficial types of rewards available. One hundred percent had taken advantage of tuition reimbursements. Seventy-two percent held Bachelor's degrees, and earned an average salary of \$20,000 per year. Most of the group was married, with two-three dependents living at home.

While there is some indication of support that more experienced teachers take greater advantage of incentive opportunities, the data does not firmly reinforce this proposition. One might infer that experienced staff are more aware of available incentives, but more in-depth study is needed on the matter.

5. Proposition Five: Schools which offer teacher incentives based on participation and performance motivators will have greater success in attracting and retaining teachers than those which use only performance motivation incentives.

Six questions from Section One, Part C, of the survey were targeted for favorable responses to Proposition Five. Questions #13, #16, #17, #18, #19, and #20 were used to yield a possible ten answers. A baseline of seven was established as an indicator for validity.



None of the survey participants met the set criteria. This absence of supporting data does not necessarily mean that the proposition is without merit. Rather, it is the investigator's opinion that inquiries related to performance and participation rewards were not specifically included in the survey. The investigator would suggest that questions pertaining to the rationale and purpose of teacher incentives be incorporated into a revision of the survey instrument. More detailed information on reasons for entering and remaining in the field of education should also be sought.

### Section D: Summary and Implications

There are five basic propositions touched upon in this chapter. They provide some interesting insight into the use of administrative reward systems to enhance teaching performance and improve self-esteem.

The propositions may be summarized as follows:

Propositions One and Two received limited perceived support from teachers/administrators regarding incentive systems used in their schools. Specifically, the data supports the notion that incentive programs developed around evaluation are positive forces in their schools, promoting feelings of success (attitudes). The linking factor of these two propositions is that support for these propositions averaged 34% of all respondents in the survey. The survey results do not clarify the position of the remaining 66% in that no consensus can be interpreted from the data. The point remains that some support for incentive systems related to evaluations exists within these school systems.

Proposition Three received the highest degree of teacher/administrative support for providing incentives to staff through evaluation. This proposition clearly identifies the role administrators play in encouraging teachers to perceive themselves in a positive light in their schools. The survey results confirm that teachers are looking for strong administrative/central office support in establishing goals, feedback, wages, and in terms of motivation. This proposition becomes the dominant factor of the five areas explored in this survey.

Proposition Four attempted to define a link between years of educational experience and use of incentive plan opportunities. The results of the survey showed 35% of those sampled supported this proposition. As in Propositions One and Two, these findings indicate limited perceptual support for

this notion, but need further substantiation. Specifically, a positive correlation exists between years of experience and an educator's frequency in using incentive plans. The unknown regarding this trend results from the inability to arrive at a consensus in substantiating the balance of the survey results.

Finally, Proposition Five received no attitudinal or perceptual support from the survey. The survey results did not substantiate any correlation between teacher incentive plans based on participation and performance motivators with improved success for schools to attract and retain teachers. The data collected in the survey showed divergent responses to this proposition eliminating any significant correlation with this proposition.

Research related to teacher performance and self-esteem has established that a direct relationship exists between evaluation systems and incentives designed to improve instructional quality. Maslow, Sergiovanni, and others have clearly established theoretical positions on providing motivational incentives to improve the quality of education. This pilot study has attempted to identify key elements of such research that strike responsive chords in the actual practicing world of education. The clear implications for teachers and administrators are that certain propositions based on theoretical research have a more positive impact on education than others. Often, educators will not discriminate between one position or another when attempting to address such issues as incentive plans, evaluation systems, or teacher motivation. This study implies that such discriminating thought is essential to the application of theoretical concepts. In practical terms, one incentive approach that is successful in a given educational environment may not be applicable in another. The findings of this pilot study indicated positive relationships with four of the five propositions. The degree of correlation was very strong for Proposition Three, the relationship of

administrative support and favorable feedback from evaluations with teachers perceiving themselves in a positive manner. The implication of this finding supports the need for active administrative evaluation programs and the point that management can make a substantial contribution toward improved teacher self-esteem by providing support for staff. Current issues regarding school effectiveness could move from the generalizations predominantly headlining our newspapers about standards of excellence in public education to the concrete reality of meaningful improvement with the identification of specific propositions that produce a positive impact on the educational environment.

### Section E: Tentative Conclusion

When research attempts to corroborate theory with practice through the use of a pilot study, the conclusions drawn from such work have a tendency to reach beyond the scope of findings. The results of this survey study are limited owing to the narrow base used in the data collection process. The conclusions therefore must be viewed with the understanding that further investigation will be undertaken by the writer in order to generalize on this project.

Regardless of the limited nature of the pilot study, tentative conclusions can be made as follows:

First, incentive systems developed through evaluation programs have a positive impact on educators within that system. Secondly, staff involvement in the incentive program has a positive impact on incentive systems within the two school districts surveyed. Thirdly, administration that strongly supports teachers through the school's evaluation system has a positive impact on teacher's perceptions of themselves in terms of being motivated. Finally, years of experience in education have a positive relationship with the educator's willingness to participate in school incentive programs.

These conclusions, though limited by the design of the study, substantiate four of the five propositions reviewed throughout the pilot study. The data collected lends support to the viewpoint that incentive systems are valid approaches to developing positive attitudes and perceptions of teachers within a given school system.

Although the scope of this pilot study is limited, the ultimate conclusion that is highlighted by this work is the positive relationship identified between the actual incentive system currently in use in the two school systems with the responses provided by the staff participants.



Finally, it must be noted that the findings of the pilot study are not conclusive. Further research and data collection were conducted as the basis for this dissertation to obtain a more comprehensive picture of the impact incentive systems have with regard to teacher attitudes and perceptions of performance and self-esteem. The methodologies and procedures used for conducting a more in-depth investigation are described in Chapter IV.

CHAPTER IV  
METHODOLOGY AND PROCEDURES

### PURPOSE

The purpose of Chapter IV is to describe the procedure used to implement the survey study using the "Teacher Incentive Plan Survey" instrument discussed in Chapter III. First, the research methodology will be outlined and explained. Next, the process of data collection, recording and analysis will be described. Finally, the limitations of the study will be addressed and a summary of the chapter, will be provided.

## Section A: Research Approach

### 1. Description of Methodology

The study relied on the use of a survey tool to collect the data necessary to prove or disprove the hypotheses generated in Chapter I of this paper. The original survey, entitled "Teacher Incentive Plan Survey" or TIPS was used in the pilot study discussed in Chapter III. A copy of the first TIPS instrument may be found in Appendix A.

After the pilot study was completed, the TIPS instrument was revised based on input from the writer's committee members and pilot study participants. The finalized survey tool is located in Appendix F.

### 2. Research Design

The survey was designed to obtain information on attitudes and perceptions of respondents related to the topic of teacher incentives. Sub-topic areas which will also be covered include: teacher evaluation, motivation, and administrative support. Data pertaining to personal and professional backgrounds will be elicited through questions asked in the second part of the survey. This background information will be used to establish profiles and patterns which may exist in sub-groupings of the population participating in the study. Using the demographic information, data will also be broken down into relevant categorical comparisons.

### 3. Selection of Subjects

The pilot study using the TIPS instrument initially involved only two school systems, one located in New Hampshire and one in Vermont, which were selected for the following reasons: 1) comparable number of schools, staff, and students, 2) ruralness 3) close proximity, and, 4) willingness to participate. The actual study conducted was confined to elementary schools located in the State

of Vermont which met the established criteria, and agreed to participate in the study. Three categories for selection were initially to be used, which included:

- a. Average daily membership
- b. School size
- c. Average cost per pupil

Schools which represent opposite ends of the spectrum in each category were to be included based on the groupings found below:

- a. High group
  - 1. Average daily membership: Greater than three hundred students.
  - 2. School size: More than ten classrooms.
  - 3. Average cost per pupil: Spending over \$2,700 per child.
- b. Low group
  - 1. Average daily membership: Less than one hundred students.
  - 2. School size: Fewer than five classrooms.
  - 3. Average cost per pupil: Spending less than \$1,500 per child.

After much deliberation and comparison of statistical data related to the three categories outlined for selection of the participating schools, the writer found that the initial selection criteria did not provide an adequate or complete cross-sampling of elementary schools in Vermont and thus decided it required revision.

To insure that a more comprehensive representation of the school districts took place, the investigator obtained a listing of the school supervisory unions in the state, along with a break-down of the educational regions in which they were located. There are currently fifty-nine supervisory unions in Vermont, divided into five regions: Southeast, Southwest, Central, Northeast and Northwest. Using the single criteria of "average cost per pupil", two schools with the highest average cost per pupil, and two schools with the lowest average cost per pupil were chosen from each region to participate in the TIPS project. The variable of average cost per pupil was chosen above that of school size, or average daily membership, as it is considered to be a greater indicator



of a school district's support of education than the other two factors. The method of selection seemed appropriate, as it provided a more comprehensive cross-sampling of the Vermont school districts than the one described earlier, as well as enabling the writer to obtain essential data from both "high" and "low" groupings of schools.

Schools slated for participation in the study were contacted in writing to request their involvement, as noted in Appendix G. Utilizing the results of the survey, comparisons of the two types of groupings described in the criteria were made, along with verification of the hypotheses. If enough data were obtained, further comparisons between sub-groupings of teachers would also be attempted.

#### 4. Instrumentation

The tool which was used in the study was the TIPS instrument attached in Appendix F. The survey is divided into two parts. Section One requires the respondent to answer a variety of questions pertaining to teacher incentives, motivation, evaluation and administrative support. Participants have a scaled number of choices from which to select their answers for the majority of the questions. At the end of Section One, two narrative type questions are included.

Section Two of the survey is designed to obtain background information on the survey participants. Multiple choice questions related to both personal and professional data are presented.

## 5. Field Procedures

In order to implement the TIPS study, the procedures listed below were used:

- a. Contacted the Vermont National Education Association for endorsement of the project. (A copy of the correspondence may be found in Appendix H).
- b. Obtained letters of support for the study. (Copies of letters may be found in Appendix I).
- c. Contacted each of the schools who met the criteria previously described to determine their willingness to participate in the study. (A copy of the correspondence may be found in Appendix G.)
- d. Arranged to visit each school agreeing to take part in the project for the purpose of explaining the nature of the study, distributing the survey, collecting the completed surveys, and responding to questions and/or comments. (Contact was made via telephone.)

### Section B: Data Collection and Analysis

A total of 225 surveys was distributed throughout twenty-four schools in the State of Vermont. To insure a high rate of return, the surveys were hand carried to each school, distributed at a staff meeting, and collected upon completion.

The results of the surveys were tabulated by means of a computer data-based system (BASE III). The use of this system enabled the writer to generate data on individual and school returns, composite results, and cross-reference responses, in addition to substantiating the hypotheses outlined in Chapter I, comparing supervisors'/evaluators' feedback to that of teachers', and identifying significant patterns and/or profiles.

### Section C: Limitations

The study was limited in its scope and applicability owing to the factors indicated below:

1. Use of elementary schools only.
2. Confined to school systems in one state.
3. Essentially rural-type geographical areas are used.
4. Criteria is based on average cost per pupil.
5. Return rate is dependent on the willingness of individual school systems to participate.
6. Survey population is confined to elementary school teachers, kindergarten through sixth grades.

The findings of the study and concluding statements are tailored to reflect the limitations described above.

### Section D: Summary

The methodologies and procedures described in this chapter outline the manner in which the study utilizing the TIPS instrument was implemented. To facilitate the organization of the project, the following timeline was used:

January - February, 1986. . . . . Design Project

February - March, 1986. . . . . Contact Schools

March - May, 1986. . . . . Implement Project

May - June, 1986. . . . . Analyze Data

June - July, 1986. . . . . Report Findings

The results of this project are analyzed in Chapter V, and the summary and conclusions are reported in Chapter VI.



**CHAPTER V**  
**STUDY RESULTS AND ANALYSIS**

### PURPOSE

The purpose of Chapter V is to present the results and findings of the "Teacher Incentive Plan Survey" study undertaken in this research project. First, the methodology and approach will be reviewed; secondly, the data will be analyzed in three parts: a. profile of the study's population, b. comparison of responses of high vs. low average cost per pupil schools, and c. verification of established hypothesis. The chapter will end with a discussion of some general findings obtained from the study.

## Section A: Data Analysis

### 1. Study Population

The population for this dissertation study was selected from elementary schools located in the State of Vermont. There are fifty-nine supervisory union school districts in Vermont, and the State Department of Education has divided the school districts into five regional teams, based on their geographical location. These regional teams are identified in Appendix G. To obtain representation of staff members from schools throughout the state, the investigator surveyed teachers from at least four schools in each of the five regions.

The method of selecting the schools in each region was based on the criteria of "average cost per pupil". Initially two other factors had also been considered for use in criteria selection: "average daily membership" and "school size". After much deliberation and cross-referencing, it was determined that the amount of money a school committed to its students was a better indicator of teacher motivation and availability of rewards and incentives, than the size of the student body or the number of rooms in a school.

Using the factor of average cost per pupil, the two highest and the two lowest average cost per pupil schools were identified in each of the five regional teams. A total of twenty-four schools were actually selected to participate in the TIPS study, as some schools selected had staff located in two buildings. There are currently 223 elementary schools in Vermont, (based on the State of Vermont's "Educational Statistics" report of 1985), and the twenty-four schools taking part in the project represent a sampling population of approximately 10%. A list of the participating schools may be found in Appendix J.

Once the sample population had been chosen, contact was made via written correspondence with the Superintendent of Schools for each school in the study. The twenty-four schools selected were located in seventeen supervisory unions; a copy of the contact letter is available in Appendix G. Fifteen of the original Superintendents contacted were agreeable to having their teachers take part in the project. Two alternate school districts were selected to replace those declining to participate and both were almost identical in dollar figure of the average cost per pupil to the initial schools selected.

Once a commitment to participate in the TIPS project had been secured, the investigator arranged to visit seventeen of the twenty-four schools, to distribute the TIPS at a teacher's meeting, which all staff were required to attend. The administrators of the remaining seven schools chose to have their staff complete the survey and return the results through the mail. There were a total of 225 staff members eligible to take part in the project from the twenty-four schools involved. Out of the 225, 172 completed surveys were obtained, yielding a net return of 76%. The investigator considers the return rate a valid indicator of a high degree of participation in the project.

At the completion of the project, all participating school districts, along with the Vermont National Education Association, were sent a thank you letter and copy of the survey's results. Each of these project items may be found in Appendices K and L, respectively.

## 2. Demographic Information

The TIPS instrument was divided into two parts: 1) Section One dealt with questions pertaining to teachers' attitudes and perceptions about motivation, evaluation, and incentives; and 2) Section Two had questions related to respondents' professional and personal backgrounds. Based on the information

obtained from the responses to inquiries in Section Two, the following general observations may be made about the 172 individuals surveyed:

- a. Sixty-seven percent were classroom teachers with a Bachelor's degree.
- b. Fifty-eight percent were earning between \$16,100 and \$25,000 per year.
- c. Forty-nine percent had been in their positions for one to five years.
- d. Fifty-nine percent had six to fifteen years of experience.
- e. Eleven percent were enrolled in some kind of degree program.
- f. Twenty-eight percent taught in a school with a teaching staff of one to ten individuals and thirty-three percent worked in a system of twenty-six or more people.
- g. Thirty-seven percent attended an average of zero to two workshops per year.
- h. Seventy-five percent belonged to zero to two professional organizations.
- i. Seventy-three percent subscribed to zero to two professional journals.
- j. Sixty-one percent had an additional income of less than \$1,000, and nine percent had extra incomes of over \$12,100.
- k. Eighty-four percent of the population surveyed were female.
- l. Seventy-three percent were married.
- m. Forty-one percent had zero dependents living at home and forty-five percent had one or two dependents in the home.
- n. Eight percent were between the ages of 26 and 45 years old.
- o. Forty-eight percent had lived in their present location for ten or more years.
- p. Forty-two percent had been born in-state, fifty-seven percent had been born out-of-state, and one percent was from out-of the country.

From this information, some overall inferences may be made about the population surveyed. First, although most of the group was comprised of classroom teachers (68%), the remaining 22% was a mixture of different types of positions, e.g. special educators, teaching principals, and physical educators. Thus, the respondents appear to be a good representation of a cross section of



the State of Vermont's teaching staff. Second, while 67% had earned their Bachelor degrees, only 11% were enrolled in higher education programs. This may indicate that advancement to a Master's or Doctorate level was not a primary goal at the time of the survey for many individuals or advanced degree programs are not readily available in Vermont or that teacher salaries do not encourage attainment of a higher degree. Another factor which may affect entry into higher education programs is the marital status of the group surveyed. The fact that 73% were married and 59% had one or more dependents living in the home may make it difficult for those individuals to find time for additional professional involvement. The above reasons may also apply to the percentages of people attending workshops/classes each year: 0-2= 37%; 3-4= 39%; 5-6= 18%; 7-8= 1%; 9+= 5%. Third, one might also postulate that because some individuals were recent Bachelor's graduates with a teaching degree, at the time of the study, they might not want to go into advanced degree programs or take more workshops/classes. However, 82% of the respondents had six or more years of experience and 51% had been in their present position for six or more years. Therefore, recent graduation did not appear to carry much weight in terms of professional advancement. Fourth, salary increases come from years of experience, regardless of additional degree work. Following are the findings relative to "years of experience" and "salary": 1-5 years of experience= 18% and \$12,100-\$16,000= 21%; 6-10 years of experience= 31% and \$16,100-\$20,000= 30%; 11-15 years of experience= 28% and \$20,100-\$25,000= 28%. The correlation of these figures points to a comparable pay scale for other educators in Vermont, regardless of staff size (1-10= 28%; 26+= 33%). In terms of income, it is also interesting to point out that 61% of the respondents earned additional monies of less than \$1,000. Reliance on their teaching salaries as their primary source of income is thus apparent for most of the survey population.

Finally, the participants in the project appear to be a fairly stable population. This statement may be supported through the development of a general profile gleaned from the demographic data collected: 73% were married; 78% had lived in their present location for four or more years; 80% were between the ages of 26 and 45 years old; 51% had taught in their present positions for six or more years. Although of interest itself, the background information will take on more meaning in interpreting Section One of the survey on teacher attitudes and perceptions. The investigator feels, moreover, that the survey population is a representative of the elementary teaching staff in Vermont because of the sampling involved in the study.

### 3. Comparison of Groupings

Twenty-four elementary schools from the five regional areas throughout Vermont participated in the TIPS project. As previously indicated, the method of selection was based on the criteria of "average cost per pupil". The two schools (some having sub-schools) with the highest average cost per pupil, and the two schools (some having sub-schools) with the lowest average cost per pupil) from each of the five teams were identified and contacted as to their willingness to have their staff complete the survey instrument. Those schools which were a part of the project are listed in Appendix J. This mode of selection was used as it seemed to insure a representation state-wide of elementary schools in Vermont, as well as to provide a means for determining if average cost per pupil had an impact upon teachers' attitudes and perceptions related to administrative support and systems of evaluation and incentives.

Using data from the State of Vermont's Annual Report on Education for the 1985-86 school year, Table Seven - "Average Cost Per Pupil in ADM", the investigator found the highest average cost per pupil of all the schools in the study was \$4161.00. The median of the schools having a high average cost per

pupil was \$3633.00. The lowest average cost per pupil of all the schools was \$1355.00. The median of the schools having a low average cost per pupil was \$1566.00. The dollar difference between the highest and the lowest average cost per pupil schools was \$2806.00, while the span between the median figures was \$2067.00.

The results of the 172 surveys collected have been recorded in Appendix L. Three numbers are provided:  $x/\text{}$  = responses of staff from schools with a high average cost per pupil;  $/x$  = responses of staff from schools with a low average cost per pupil;  $(x)$  = total responses. Although the investigator had anticipated a significant difference in the type of response from the individuals in the "high" and the "low" school groupings, an analysis of the data indicates very few variations in answers.

The only slightly significant finding, in comparing the high and the low average cost per pupil school staffs' responses, was in Section One-Part B: Question 9 ("Which teacher incentive options are available in your district and what is your opinion of them?"). The teacher incentive of "sabbaticals" was available to 47% of the population in schools with a high average cost per pupil, of the 143 individuals who answered the question, as opposed to 18% of the people in schools with a low average cost per pupil. From this information, one may deduce that a relationship exists between the amount of funds a school will allocate to providing performance-type motivators for its staff and the money which is spent on a per pupil basis. Other than this small difference, there do not appear to be any other discrepancies worth noting. It may be concluded, therefore, that based on the survey population in this study, the factor of average cost per pupil does not indicate that there will be a difference in those schools with a high vs. low average cost per pupil in their staffs' attitudes and perceptions concerning administrative support and systems of teacher evaluation

and incentives.

#### 4. Relationship to Hypothesis

Utilizing available research and the results of the pilot study, conducted by the investigator, five hypothesis were developed to be tested by the composite returns of the surveyed staff members.

The five hypothesis to be tested were as follows:

- Hypothesis One: The degree of participation in incentive programs is related to teacher's attitudes towards evaluation.
- Hypothesis Two: Staff involvement is a relative factor in developing systems of teacher reward and evaluation.
- Hypothesis Three: Supervisors'/evaluators' support and feedback impact upon teachers' levels of self-motivation.
- Hypothesis Four: There is a positive relationship between teachers years of experience and their participation in teacher incentive programs.
- Hypothesis Five: Teachers prefer incentives which are based on performance motivators as opposed to participation motivators.

To ascertain the validity of each hypothesis, answers to specific questions from the TIPS instrument were evaluated in the manner described in the next five parts of this section.



**Hypothesis One:** The degree of participation in incentive programs is related to teacher's attitudes towards evaluation.

### 1). Analysis

There were originally five questions to be considered in the analysis of this hypothesis. Three questions: 2, 9 and 10 from Section One-Part B, provided the data for the analysis. Questions 4 and 5 from Section One-Part B were deleted. In question 2, ("How do you rate the evaluation systems currently used in your school?") there were ten possibilities, but only the first nine were used (the part on "other" was not considered). To examine the hypothesis, it was necessary to understand what teachers' attitudes were towards evaluation. The population of respondents to question 2 (150), was separated into two groups: those teachers with a positive attitude and those with a negative attitude. A positive response to each item was assumed if the response was rated "highly successful", "very successful", or "successful". If the participant responded positively to 75% as "highly successful", "very successful", or "successful", he/she was assumed to have a positive attitude towards teacher evaluation. If the individual did not respond positively, then he/she was assumed to be in the negative attitude group. Ninety-eight people, out of the 150 who answered the question, had positive attitudes and fifty-two had negative attitudes. Using the positive and negative groups, responses to questions 9 and 10 ("Which teacher incentive options are available in your district and what is your opinion of them?", "Which of the teacher incentive options have you taken advantage of and how would you rate your participation?", respectively) were used to evaluate their degree of participation in incentive programs. There were fourteen incentive options in each question which were identical and could be compared in terms of responses. Question 9 was used to verify what incentive programs were available; for those that were available, question 10 was used to gauge the respondent's degree of participation. Each incentive option in



question 9 was first rated as to availability (tested to see if it was available); then question 10 was used to rate the degree of participation. When the response to an item in question 10 was "excellent", "good", or "adequate", that rating would identify the respondent as having had an incentive available and taken advantage of the incentive. This information from questions 9 and 10 was used as a filter to gauge if the hypothetical statement - "The degree of participation in incentive programs is related to teacher's attitudes towards evaluation" was correct.

Question 2 was the basis for how the positive and negative groups were separated, while questions 9 and 10 were used to evaluate the two groups. Two tables were constructed representing the positive and negative groups. The tables consisted of a count of the number of incentive options that were available and participated in for each respondent in both groups. Table One is representative of the positive group as designated by question 2. Table Two characterized the negative attitude group, as designated by responses to question 2.

The statistical method applied to Hypothesis One was the Analysis of Variance, with the independent variable being teachers' overall attitude towards evaluation, consisting of the two categories of positive and negative groups as described above. The dependent variable was the teachers' degree of participation in incentive programs, which could range from zero to one hundred percent degree of participation. The A of V test was used due to the continuous nature of the dependent variable. The result of the A of V test indicated at the ninety-five percent significance level, no difference was detected between the two groups. The finding was that  $F = 2.179$ , having a probability of  $P = 0.1420$ . To be significant at the ninety-five percent level, one would expect  $P \leq 0.05$ .

## 2). Conclusion

Based on the percentages in the number of programs selected by each of the respondents in the two groups, and the A of V test results there was no significant degree of participation difference related to teacher's attitudes towards evaluation. Hypothesis One is therefore not proved.

Table One - "Number of Available Incentive Programs Participated in"  
Positive Group (98)

	0	1	2	3	4	5	6	7+
#		7	12	19	21	15	10	7
%	7	7	12	19	21	15	10	7

Table Two - "Number of Available Incentive Programs Participated In"  
Negative Group (52)

	0	1	2	3	4	5	6	7+
#	3	3	6	9	11	10	7	3
%	6	6	12	17	21	19	13	6

**Hypothesis Two:** Staff involvement is a relative factor in developing systems of teacher reward and evaluation.

### 1). Analysis

In attempting to verify this hypothesis, a three-pronged approach was used. Originally questions 1, 2, 9, 10, and 11, from Section One-Part B, were considered for purposes of analysis. However, it was felt that question 1 should be discarded as not applicable, and question 3 be used to replace it. Question 3 ("How was the current evaluation system chosen?") was used to divide the respondents into two groups: one which had teachers involved in the selection of the evaluation system used in their school and another group which had no teacher involvement. There were five possible responses to question 3, and four were used in the analysis: "administration", "school board", "teachers" and "parent". The "other" response was eliminated. A total of 136 individuals responded to question 3. Forty-two respondents listed "teachers" as one of their responses to the question, while ninety-four people did not include "teachers" as having had a part in the selection of the current evaluation system. For the purposes of comparison, the two groups will be referred to as "teachers" and "non-teachers".

The two groups were compared in three tests. The first test sought to look at the two groups in terms of their attitudes towards the evaluation system currently in use in their schools. Responses from question 2 ("How would you rate the evaluation systems currently used in your school?") were used. The second test combined responses from questions 9 and 10 ("Which teacher incentive options are available in your district and what is your opinion of them?", "Which of the teacher incentive options have you taken advantage of and how would you rate your participation?", respectively) to obtain the degree of participation in incentive programs that were available. Both groups were compared using the degree of participation to determine if there was a

difference in the teachers vs. non-teachers groups. In the third test, responses to question 11 ("Which of these would you rank order as 1, 2, 3 as the top three factors contributing to the success of teacher incentive plans?") were used to analyze respondents opinions about factors contributing to successful incentive programs in the two groups. Each of the three tests will be described in more detail below:

#### a. Test One

There were ten items to respond to in question 2, which included: "checklist", "rating scale", "peer review", "classroom observation", "narrative", "goal-setting", "student/parent feedback", "self-assessment", "test scores" and "other". The "other" category was not considered in the analysis. There were six possible ratings which respondents could use for each item. These included: "highly successful", "very successful", "successful", "somewhat successful", "unsuccessful" and "does not apply". The first three ratings were identified as positive responses by the investigator. Using the count of the number of positive responses to each item, two tables were constructed: one for the teachers and one for the non-teacher group. Table Three and Four illustrate Test One. In comparing the data in the two tables, the writer found nothing significant enough to prove the hypothesis.

The statistical method used to analyze the data in Test One was the Analysis of Variance test. The two groups were compared by applying a similar approach to that in Hypothesis One. The independent variable was whether teachers were involved or not involved in selecting the evaluation system used in their schools. The dependent variable was the number of evaluation system currently being used. The result of the A of V test at the ninety-five percent level was  $F = .444$ , with a probability of  $P = .507$ . To be significant at the ninety-five percent level,  $P$  would need to be ≤ 0.05.



Table Three - "Number of Evaluation Systems Currently in Use"  
Teachers (42)

	1	2	3	4	5	6	7	8	9
#	14	9	3	27	16	31	17	22	8
%	33	21	7	64	38	74	40	52	19

Table Four - "Number of Evaluation Systems Currently In Use"  
Non-Teachers (94)

	1	2	3	4	5	6	7	8	9
#	25	12	8	54	42	51	30	34	13
%	27	13	9	57	45	54	32	36	14

## b. Test Two

To evaluate the degree of participation in incentive programs, responses from questions 9 and 10 were used. There are fourteen incentive options in each question which are identical and can be compared in terms of responses. Question 9 was used to verify that incentive programs were available, and of those that were available, question 10 was used to gauge the respondents' participation. Each incentive option in question 9 was first rated as to availability (tested to see if it was available); then question 10 was used to rate the degree of participation. When the response to an item in question 10 was rated as: "excellent", "good" or "adequate", that rating would qualify the respondent as having had an incentive available and having taken advantage of the incentive.

The teacher and the non-teacher groups were compared by their degree of participation in incentive programs, as measured by the count of the number of teacher incentive programs available and participated in positively. The comparison is based on two tables again, one for the teacher group and one for the non-teacher group. The comparative charts are provided in Tables Five and Six. A comparison of the figures in Tables Five and Six demonstrated similarities in distribution, and therefore no significant differences can be inferred.

Applying the Analysis of Variance test to the comparison of data in Test Two, a slightly significant finding was indicated. The independent variable, as in Test One, was whether teachers were involved or not involved in selecting the evaluation system used in their schools. The dependent variable was the degree of participation in incentive programs. The result of the A of V test indicated  $F = 4.175$ , which is slightly significant at the 0.05 level, as  $P = .043$ .

Table Five - "Degree of participation in incentive programs"

Teachers (42)

	0	1	2	3	4	5	6	7+
#		1						
	2	1	5	8	12	7	2	5
%	5	2	12	19	29	17	5	12

Table Six - "Degree of participation in incentive programs"

Non-teachers (94)

	0	1	2	3	4	5	6	7+
#		8	11	18	20	15	13	4
%	5	9	12	19	21	16	14	4

### c. Test Three

The two groups were compared using the responses from question 11. In question 11, respondents were asked to rank order (using a 1, 2, 3 ranking) nine factors contributing to the success of teacher incentive plans in general. The nine factors were as follows: "administrative support", "school board support", "community support", "teacher input", "staff participation", "financial backing", "consistent use", "parallel evaluation system", and "availability" (the "other" category was again not included). For each factor there were three numbers corresponding to a rank order. The numbers were obtained by counting the participants who rank ordered each of the factors, e.g. administrative support: 9/6/13 = nine participants selected administrative support as the primary factor impacting on successful incentive plans; six chose it as the second most important element; and, thirteen picked it as their third choice. Table Seven is set-up to show a comparison of the relative number of participant attitudes toward each of the nine factors. The comparison is based on the total count of rankings for each factor and separated by the two groups being analyzed. In verifying this hypothesis, this study did not seek to determine which factors were indeed selected as most important in building a successful incentive plan. However, the data was used to evaluate the difference in responses of the teacher vs. non-teacher groups. Table Seven indicates the comparison for Test Three. In comparing the percentage in Table Seven, no significant difference between the two groups was found. The data from Table Seven does not support Hypothesis Two.

To statistically compare the rank orderings between the teachers involved or not involved in the selection of evaluation systems used in their schools, the Mann-Whitney U Test was administered. The results of the Mann-Whitney U Test

were  $Z = .1547$ , with  $P = .113$ , which is therefore not significant at the .05 level.

## 2. Conclusion

Overall, the hypothesis being investigated could not be supported by Tests One and Three. Test Two produced only a slightly significant finding through the results of the A of V approach. The investigator would conclude that Hypothesis Two does not have a basis for verification as it is not proved.



Table Seven - "Rank Order and Comparison of Factors Related to Successful Teacher Incentive Plans"  
 Teachers (42) / Non-teachers (94)

	Teachers Rank	#	%	Non-Teachers Rank	#	%
Administrative Support	9/6/13	28	67	19/17/19	55	59
School Board Support	2/8/4	14	33	9/17/14	40	42
Community Support	2/2/7	11	26	7/9/8	24	25
Teacher Input	16/4/3	23	55	20/20/10	50	53
Staff Participation	7/6/2	15	36	12/8/18	38	40
Financial Backing	1/13/2	16	38	16/8/7	31	33
Consistent Use	1/1/10	2	5	3/5/7	15	16
Parallels Eval. System	0/0/1	1	2	0/1/1	2	2
Availability	2/1/3	6	14	8/5/6	19	20

**Hypothesis Three:** Supervisors'/evaluators' support and feedback impact upon teachers' levels of self-motivation.

### 1.). Analysis

To verify this hypothesis, questions 1, 2, 3, and 4 from Section One-Part A and question 4 from Section One-Part B were used. Questions 7 and 8, from Section One-Part B, were not considered relevant to the analysis of the hypothesis. Originally, question 6 was going to be used to separate the population of respondents into motivated vs. non-motivated groups. However, it was discovered that 96% of the population responding to this question viewed themselves as "highly motivated", "very motivated" or "motivated". Thus, the two groups could not be divided for comparison purposes. Questions 1, 2, 3, and 4 from Section One-Part A ("Do you feel you have central office support?", "How often is administrative support available to you?", "How often are you given positive feedback by your building administrator?", and "How often are you given negative feedback by your building administrator?", respectively) were used as indicators of administrative support and feedback. Question 4 ("How would you rate the results of your most recent evaluation?") was used as an indicator of teacher motivation level based on the results of the most recent evaluation.

The range of responses in question 4 Section One-Part B of the survey were tabled against the range of responses to questions 1, 2, 3 and 4 from Section One-Part A of the survey. Four tables were constructed using the responses from each category in question 4 of Section One-Part B: "very positive/very encouraging", "positive/encouraging", "average/adequate", "negative/discouraging", and "very negative/very discouraging" to each of the possible responses from the four questions used from Section One-Part A: "always", "almost always", "sometimes", "almost never", and "never". Tables

Eight, Nine, Ten, and Eleven represent the analysis of Hypothesis Three.

To statistically test Hypothesis Three, a Spearman Correlation Coefficient was computed and tested for significance. This was used because each of the two variables consisted of similar-type scales. The two variables were derived from responses to question four Section One-Part B and average responses to question one to four Section One-Part A. The result of the Spearman Correlation Coefficient test indicated a significant correlation as  $R = .3479$ , which is determined to be significant as  $P = 0.001$ .

## 2. Conclusion

The general observation from the information in the tables is that the perception of supervisor's/evaluator's support is influenced by the results of the participant's most recent evaluation. This is indicative of the respondent's level of motivation in relation to supervisors' support. Tables Eight, Nine, and Ten tend to indicate more positive relationship between administrative support and level of motivation. Table Eleven does not clearly demonstrate any outstanding relationship.

It is the investigator's conclusion that the data and statistical analysis support the hypothesis that supervisor's/evaluator's support and feedback impact upon staff member's level of self-motivation; Hypothesis Three is thus substantiated and proved.

Table Eight - "Degree of Central Office Support"

Question 1 (Part A) Compared to Question 4 (Part B) Responses

Eval. Results	Always	Almost Always	Some-times	Almost Never	Never	Total
V.P./V.E.	14 (20)*	28 (41)	20 (29)	6 (9)	1 (1)	69
P./E.	6 (11)	23 (43)	17 (32)	5 (9)	2 (4)	53
A./A.	0	5 (22)	14 (61)	3 (13)	1 (4)	23
N./D.	0	0	2 (67)	0	1 (33)	3

Table Nine - "Degree of Available Administrative Support"

Question 2 (Part A) Compared to Question 4 (Part B) Responses

Eval. Results	Always	Almost Always	Some-times	Almost Never	Never	Total
V.P./V.E.	25 (37)	31 (46)	11 (16)	1 (1)	0	68
P./E.	9 (17)	31 (16)	10 (19)	2 (4)	0	53
A./A.	1 (4)	6 (26)	15 (65)	1 (4)	0	23
N./D.	1 (33)	1 (33)	1 (33)	0	0	3

\*Indicates reporting of responses by percentages

Table Ten - "Degree of Positive Feedback"

Question 3 (Part A) Compared to Question 4 (Part B) Responses

Eval. Results	Always	Almost Always	Some-times	Almost Never	Never	Total
V.P./V.E.	12 (18)*	13 (46)	22 (32)	2 (3)	1 (1)	68
P./E.	5 (9)	16 (31)	25 (48)	6 (12)	0	52
A./A.	0	2 (9)	15 (68)	5 (23)	1 (4)	22
N./D.	0	0	2 (67)	0	1 (33)	3

Table Eleven - "Degree of Negative Feedback"

Question 4 (Part A) Compared to Question 4 (Part B) Responses

Eval. Results	Always	Almost Always	Some-times	Almost Never	Never	Total
V.P./V.E.	0	2 (3)	18 (29)	39 (61)	5 (8)	64
P./E.	0	3 (6)	16 (31)	26 (50)	7 (13)	52
A./A.	0	1 (4)	10 (43)	11 (48)	1 (4)	23
N./D.	0	0	1 (33)	0	2 (67)	3

\*Indicates reporting of responses by percentages



**Hypothesis Four:** There is a positive relationship between teachers' years of experience and their participation in teacher incentive programs.

**1). Analysis**

To analyze this hypothesis, questions 9 and 10 from Part B and question 1 from Section Two-Part A were again used. Questions 2, 4, and 5, from Section One-Part B, were not used as the information from them did not appear to be useful for this analysis.

Using the results of questions 9 and 10 in a similiar manner to the way they were applied in the verification of Hypothesis One and Two, the degree of positive participation in incentive programs was compared to a staff member's years of experience. To evaluate the degree of participation in incentive programs, responses from questions 9 and 10 were used. There are fourteen incentive options in each question which are identical and can be compared in terms of responses. Question 9 was used to verify that incentive programs were available, and for those that were available, question 10 was used to gauge the respondent's participation. Each incentive option in question 9 was first rated as to availability (tested to see if it was available); then question 10 was used to rate the degree of participation. When the response to an item in question 10 was rated as "excellent", "good" or "adequate", that rating would qualify the respondent as having had an incentive available, and having taken advantage of it. Table Twelve compares the years of experience with the degree of participation in incentive programs; percentages are indicated in parentheses.

A review of the data in Table Twelve indicates that a relationship seems to exist between the number of years of experience and the degree of participation in incentive programs. The "one-five" year group of teachers did not appear to participate in the incentive programs available as much as those with "six-twenty" years of experience. Those individuals with more than 20

years of experience did not appear to take part in the incentive option available as much as those in the "six-twenty" year groups.

Using the Analysis of Variance test, similar to that applied in Hypothesis One, the data for Hypothesis Four was statistically evaluated. The independent variable was teachers' years of experience, with the five categories of "one to five", "six to ten", "eleven to fifteen", "sixteen to twenty", and "twenty-one plus", being compared. The dependent variable was the number of incentives ranked as "excellent", "good" or "adequate". The result of the test was that differences between the group were found to be significant at the 0.05 level, as  $F = 3.154$  leading to a probability of  $P = .0157$ .

## 2) Conclusion

The investigator did find a relationship between the years of experience and the degree of participation in incentive programs, based on the analysis of the data and the statistical test applied; Hypothesis Four is therefore proved.

Table Twelve - "Relationship Between Years of Experience and Participation"

# of Years Experience	Degree of Participation								
	0	1	2	3	4	5	6	7+	
1 - 5	5 (17)	5 (17)*	3 (10)	4 (13)	7 (27)	3 (10)	2 (7)	1 (3)	
6 - 10	1 (2)	3 (6)	4 (8)	8 (15)	18 (35)	9 (17)	4 (8)	5 (10)	
11 - 15	3 (6)	2 (4)	7 (15)	6 (13)	9 (19)	8 (17)	9 (19)	3 (6)	
16 - 20	1 (4)	1 (4)	4 (17)	8 (33)	5 (21)	3 (13)	2 (8)	0	
21+	0	2 (12)	2 (12)	5 (29)	3 (18)	3 (18)	1 (6)	1 (6)	

\*Indicates reporting of responses by percentages

**Hypothesis Five:** Teachers prefer incentives which are based on performance motivators as opposed to participation motivators.

### 1). Analysis

In analyzing this hypothesis, it was necessary to separate teachers into two groups: one group based on performance motivators and the other on participation motivators. Question 9, 10, and 12 from Section One-Part B were used since they had identical incentive options that could easily be labeled as performance vs. participatory. Question 11 was not included as it did not have a direct bearing on the analysis. Questions 9 and 10 were combined in a similar fashion as in the analysis of Hypothesis One, Two, and Four. Of the incentive options available that were elected, the individual positive responses to the performance motivators were counted, followed by the same procedure for the participation motivators. Finally, the number of individuals who favored the performance over the participatory motivators was compared to the number who favored participatory over performance. As stated earlier, performance motivators are provided to individuals on the basis of their performance in the job and include: "career ladders", "master teachers", "work stipends", "recognition awards", "merit pay", "special projects", and "fitness programs". Participation motivators are available to all staff members as a result of their employment and include: "sabbaticals", "leaves of absence", "tuition reimbursement", "paid workshops/in-services", "position changes", "salary step increments", and "medical/financial benefits". The results of the comparison of the individual preferences are recorded as follows:

Questions 9 and 10

# of participation > # of performance = 97 (out of 171)  
 # of participation < # of performance = 59 (out of 171)  
 # of participation = # of performance = 13 (out of 171)

This comparison clearly indicates that participation motivators are used more

than performance motivators, 22% more of the time.

Question 12 from Section One-Part B ("How would you rate the following teacher incentive options in general?") analyzed each teacher's attitudes towards incentive options. This information was separated into performance and participatory groups. The positive responses were counted on an individual basis, using a response of "highly desirable", "very desirable" or "desirable" to the items in the question. The number for performance and participatory motivators were then separated. The results of the comparison are indicated below:

#### Question 12

# of participation > # of performance = 111 (out of 171)

# of participation < # of performance = 4 (out of 171)

# of participation = # of performance = 56 (out of 171)

The respondents preference for participatory motivators greatly outweighed their preference for performance motivators.

The statistical test used to compare scores for the same population on two different variables was a simple T-Test. The groups used were "participation" vs "performance", and in each group the number of times within each of the categories that an incentive was rated positively was considered. The results showed a clear preference for the participation motivators over the performance motivators as  $T = 24.49$ , which is highly significant at the .05 level, as  $P$  was  $L .000$ .

## 2) Conclusion

Hypothesis Five was clearly disproven by the data collected and the T-Test results. Teachers in this survey group prefer to use participatory motivators, and they have a more positive attitude toward them.



## Section B: Relevant Findings

The TIPS study has led to some interesting and noteworthy findings. First, although the investigator had anticipated a difference in the types of responses to the survey questions between staff members working in schools with "high average per pupil costs" vs. "low average per pupil costs", there were no variations of significance. The only teacher incentive which indicated any difference was that of the "sabbatical". Overall, therefore, the writer must conclude that in Vermont, the amount of money allocated to education on a per pupil cost basis does not determine the types and numbers of evaluation systems and incentive programs available; nor is the level of administrative support affected by this variable.

Second, there were two hypothesis which were verified by the results of the TIPS study. As indicated by the analysis of Hypothesis Three - "Supervisors'/evaluators' support and feedback impact upon teachers' levels of self-motivation" - there is a direct relationship between supervisors and evaluators providing feedback and encouraging evaluation to how teachers view themselves. Generally, the data collected supports the notion that the more positive a response from an administrator, the better a teacher will feel about him/herself. The responses may also indicate that one way to achieve better performance is through better leadership.

In Hypothesis Four - "There is a positive relationship between teachers' years of experience and their participation in teacher incentive programs" - the investigator found a definite link to years of experience and participation in incentive programs. Those individuals, who took part in the study, with less than five or more than twenty years of experience did not take as great advantage of incentive options available, as people with six to twenty years of experience.

The investigator would surmise that teachers in the one to five year category may be unaware or unfamiliar with the incentive programs available, or may not be settled enough in their careers to take advantage of certain opportunities which may exist. The population of respondents in the twenty-one plus group may feel it is not necessary to take part in the incentive programs at this stage of their profession. The verification of this hypothesis lends support to the notion that school districts should develop incentive programs which are tailored to staff members' needs, regardless of their years of experience.

Third, two hypothesis were nullified by the data collected from the project. In the analysis of Hypothesis One - "The degree of participation in incentive programs is related to teacher's attitudes towards evaluation" - and Hypothesis Two - "Staff involvement is a relative factor in developing systems of teacher reward and evaluation" - there was not enough evidence to prove or disprove either hypothesis. The investigator would submit that this does not imply that both hypothesis are without merit, but surveyed. Would postulate that due to the high degree of participation incentives being present in most of the school districts surveyed, survey respondents may feel they have little impact upon effecting change on already existing evaluation and incentive systems.

Finally, Hypothesis Five - "Teachers prefer incentives which are based on performance motivators as opposed to participation motivators" - was clearly disproven by the study's responses. Teachers in this study rated participation-type motivator incentives as preferable to performance-type motivators. The investigator would speculate that this may not be the case in other school systems throughout the country, but would attribute this finding at least in part to the lack of true performance motivators, i.e career ladders and

master teachers, available in Vermont and the TIPS respondents' unfamiliarity with them.

The study's findings have some direct implications for school systems and the way in which they develop and carry-out evaluation and incentive programs. The TIPS results also have bearing on the amount of support and feedback supervisors provide to their teachers. The impact of these findings will be discussed in Chapter VI.

**CHAPTER VI**  
**PROJECT SUMMARY AND FINAL CONCLUSIONS**

### PURPOSE

The purpose of Chapter VI is to provide composite conclusions and findings from this study of teacher attitudes and perceptions related to evaluation, motivation, and reward systems. Significant implications from the data from the "Teacher Incentive Plan Survey" project will be presented. Limitations of the study and general comments will conclude the dissertation.



### Section A: Project Summary and Implications

The "Teacher Incentive Plan Survey" study was administered on the premise that reward systems and other motivational practices are an integral part of the process for developing a teacher's performance and for building a teacher's self-worth. In Chapter II, a "Review of the Literature", it is well documented that both intrinsic and extrinsic rewards are critical components of sound administration.<sup>151</sup>

The survey instrument utilized in this study attempted to measure the respondent's perceptions as they related to:

1. How well do the "motivation and rewards" in your school motivate you?
2. To what extent do "motivation and rewards" exist in the school in which you work?
3. To what degree do you participate in the "motivation and rewards" available to you?

The sample for the study, as stated previously in Chapter I, IV, and V, was selected from school systems in the State of Vermont. The criteria for schools chosen was based on expenditure per pupil. Highest and lowest per pupil cost schools were included in the sample for comparison purposes.

The results of the study strongly support the research from Chapter II on motivational rewards, reflecting the view that feedback is a necessary component to improving teacher performance. The essence of the feedback, whether it is positive or negative, will act as either a motivator or a deterrent. Supervisors and evaluators need to be aware of their staffs' individual and collective levels of motivation in trying to provide feedback to them that will be meaningful and useful in maintaining or improving performance. In doing so, appropriate systems of incentives must be put in place.

The findings of the TIPS study point to the need for school administrators to understand who takes advantage of the reward systems available, and why. Generally, from the population of individuals surveyed, those teachers with either very few or many years of experience participated in available incentive programs with less frequency than those in the "six-twenty" experience group. Thus, it is necessary for school systems to tailor their incentive programs to meet the needs of all their staff members to avoid catering to only one particular group. If this is not done, the educational world risks losing those new teachers who are not participating fully in the incentive programs, because they are unaware of them, and reinforcing the notion that teachers with many years of experience are unwilling, do not need, or feel they are unable to profit from the motivational reward options. Although years of experience, judging from study's results, does seem to have an impact upon teacher's levels of participation in incentive programs, the degree of participation for some reasons not revealed does not appear to be related to teachers' attitudes towards evaluation.

There was no evidence in the analysis of the responses to questions in the survey related to incentive programs and evaluation systems that indicated any connection between how often teachers took part in those incentives available and how they felt towards teacher evaluation. The study's results also did not point to staff involvement as being a significant factor in implementing or constructing teacher reward and evaluation systems. The writer would venture that this does not mean that either statement is completely unfounded, but in another study would re-word some of the questions in the survey pertaining to incentives and evaluation, as well as refining the original hypothesis developed, e.g. Hypothesis One - "The degree of participation in incentive programs is

related to teacher's attitudes towards evaluation" - substitute "motivation" for "evaluation"; Hypothesis Two - "Staff involvement is a relative factor in developing systems of teacher reward and evaluation" - eliminate "teacher reward".

Another aspect of the findings which may assist school districts in their search to improve their motivational reward systems was the preference for participation motivators over performance motivators indicated by the majority of the survey's respondents. Due to the limitations of the study, it is not clear whether the teachers who took part in the project would have chosen performance motivators over participation motivators if they had been more familiar with them. However, based on the population of individuals surveyed, school systems similar to those studied in Vermont would benefit by increasing the availability of participation motivators for their staffs, and possibly educating administrators, evaluators, and the community about other performance-types of incentives which exist. Whatever system of incentives is used, the level of staff motivation must be considered for maximum benefits to be achieved.

### Section B: Discussion of Limitations

The conclusions of the TIPS study are limited by the design and scope of the project. There are several factors to be considered when reviewing the impact of the project in the field of education. First, one must look at the type of population sampled. Teachers from a rural geographical area in Vermont were surveyed; replication of the study in a predominantly suburban or urban state might yield different responses to the questionnaire. Second, the study was confined to elementary school staff members; to increase the validity of the study, the middle and secondary school staff should be included. Third, a sampling from various school systems through other states would provide greater substantiation or denial of the findings. Finally, further research in the areas of motivating teachers, and successful evaluation and reward systems may be necessary, particularly in regards to teachers' perceptions of and attitudes toward the programs to be utilized.

### Section C: Final Conclusions

Educational systems throughout the United States are undergoing many changes in the areas of teacher evaluation and motivational reward systems.<sup>152</sup> In the midst of these changes, supervisors and evaluators are continually assessing how they can improve or maintain a high quality of teacher effectiveness.<sup>153</sup> The findings of this study, this researcher feels, reveal the consideration which administrators must give to motivating their teaching staff through positive feedback and by developing useful systems of incentives and rewards. Along with business and industry, school systems must now recognize the importance and effectiveness of good personnel management. As Beach states, "Motives are the mainsprings of action in people. The leader who wishes to incite his men to reach an objective must hold out the promise of reward once the objective is attained. What rewards do people seek in life? The answer is that they seek to fulfill their wants, drives, and needs."<sup>154</sup> One of the truly important findings of this study, although not a statistical one, is that teacher's cannot use something if they are not ready for it. School administrators, in their search for more effective educational systems, must consider and respond to the developmental needs of their staff members.

The results of this study have highlighted the importance of providing teachers with the types of motivational rewards and incentives which they desire. It is recommended by the writer that school administrators take the time to discern from their staff members what their wishes are in this regard. The motivators which the respondents in this study found to be desirable included medical/financial benefits, tuition reimbursement, salary step increments, and paid workshops/in-services. All of these incentives fall into the category of participation motivators and are viewed as somewhat traditional in school



systems today. However, the fact that most of the survey participants were unaware of or unfamiliar with other types of performance motivators, i.e. career ladders, master teachers, and recognition awards, must be stressed. Thus, it is imperative that administrators become educated themselves about the alternatives available, and disseminate this information to their staff members, central administration, school boards, and the community. This points to another area of potential impact of the study which is in the way administrators/supervisors relate to teachers. The interpretation of how teachers feel their administrator/supervisor acts within the educational setting is based heavily on the personality of the individual. One way school systems might improve performance is through providing stronger and better leadership. As Beach so aptly points out, "People can always take more recognition, more praise, more status, and more adulation".<sup>155</sup> If school systems are to ultimately become more responsive to their students, they must increase their sensitivity to the needs and wants of their primary energy source: their teaching staff . . . it is hoped this project offers some ways for supervisors and evaluators to begin.

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## APPENDIX



**APPENDIX A**  
**PILOT STUDY: TEACHER INCENTIVE PLAN SURVEY**

## Teacher Incentive Plan Survey

Administrator \_\_\_\_\_ Administrator/teacher \_\_\_\_\_ Teacher \_\_\_\_\_

Full time \_\_\_\_\_ Part time \_\_\_\_\_

## Section One - Attitudes and Perceptions

Part A - Please check the appropriate response.

	Yes	Some- times	No	Does Not Apply
1. Are you adequately reimbursed for your extra-curricular activities and expenses?	_____	_____	_____	_____
2. Would you be willing to serve on a committee to review the use of teacher incentive plans in your district?	_____	_____	_____	_____
3. Would you be responsive to a peer evaluation process?	_____	_____	_____	_____
4. Are there clearly defined organizational goals?	_____	_____	_____	_____
5. Are teachers aware of the organizational goals?	_____	_____	_____	_____
6. Do you feel you have central office support?	_____	_____	_____	_____

Part B -- Please check the appropriate response.

	Always	Almost Always	Some- times	Almost Never	Never
1. How often are you paid for extra-curricular work?	—	—	—	—	—
2. How often is administrative support available to you?	—	—	—	—	—
3. How often are you given positive feedback by your building administrator?	—	—	—	—	—
4. How often are you given negative feedback by your building administrator?	—	—	—	—	—
5. How often are you given positive feedback by your peers?	—	—	—	—	—
6. How often are you given negative feedback by your peers?	—	—	—	—	—

Part C - Please check the responses which apply.

1. What type of evaluation systems are currently used in your school and how long have they been in use?

Type	One Year	Two Years	Three Years	Three + Years
Checklist	___	___	___	___
Rating scale	___	___	___	___
Peer review	___	___	___	___
Classroom observation	___	___	___	___
Narrative	___	___	___	___
Goal setting conference	___	___	___	___
Student/parent feedback	___	___	___	___
Self-assessment	___	___	___	___
Test scores	___	___	___	___
Other: _____	___	___	___	___

2. What was the result of your most recent evaluation?

Very positive/very encouraging \_\_\_\_\_ Positive/encouraging \_\_\_\_\_

Average/adequate \_\_\_\_\_

Negative/discouraging \_\_\_\_\_ Very negative/very discouraging \_\_\_\_\_

3. Which of these would be your three top choices of evaluation instruments?

Checklist \_\_\_\_\_ Rating scale \_\_\_\_\_ Peer review \_\_\_\_\_  
 Classroom observation \_\_\_\_\_ Narrative \_\_\_\_\_ Goal setting conference \_\_\_\_\_  
 Student/parent feedback \_\_\_\_\_ Self-assessment \_\_\_\_\_ Test scores \_\_\_\_\_  
 Other: \_\_\_\_\_

4. How was the evaluation system chosen?

Administration \_\_\_\_\_ School board \_\_\_\_\_ Teachers \_\_\_\_\_ Parents \_\_\_\_\_

5. How many evaluations are conducted per year?

1 - 3 \_\_\_\_\_ 4 - 6 \_\_\_\_\_ 7 - 9 \_\_\_\_\_ 10 - 12 \_\_\_\_\_ 13 + \_\_\_\_\_ NA \_\_\_\_\_

6. How often are you evaluated?

Every three years \_\_\_\_\_ Every two years \_\_\_\_\_ Annually \_\_\_\_\_  
 Twice a year \_\_\_\_\_ Quarterly \_\_\_\_\_ When in need \_\_\_\_\_

7. How often are teachers' meetings held?

Bi-monthly \_\_\_\_\_ Monthly \_\_\_\_\_ Quarterly \_\_\_\_\_  
 Twice a year \_\_\_\_\_ Annually \_\_\_\_\_ When in need \_\_\_\_\_ Never \_\_\_\_\_



8. How do you view yourself in terms of motivation?

Highly motivated \_\_\_\_\_ Very motivated \_\_\_\_\_

Motivated \_\_\_\_\_

Somewhat motivated \_\_\_\_\_ Unmotivated \_\_\_\_\_

9. How do others view you in terms of motivation?

	Highly Motivated	Very Motivated	Motivated	Somewhat Motivated	Unmotivated
Principals	_____	_____	_____	_____	_____
Teachers	_____	_____	_____	_____	_____
Parents	_____	_____	_____	_____	_____
Students	_____	_____	_____	_____	_____

10. Why did you enter the field of teaching?

Enjoy working with children \_\_\_\_\_ Job security \_\_\_\_\_

Want to help others \_\_\_\_\_

Benefits & vacation schedules \_\_\_\_\_ Interested in education \_\_\_\_\_

Other: \_\_\_\_\_

11. Why have you remained in the field?

Enjoy working with children \_\_\_\_\_ Job security \_\_\_\_\_

Want to help others \_\_\_\_\_

Benefits & vacation schedules \_\_\_\_\_ Interested in education \_\_\_\_\_

Other: \_\_\_\_\_

12. What type of students do you work best with?

Gifted \_\_\_\_\_ Bright \_\_\_\_\_ Average \_\_\_\_\_ Below average \_\_\_\_\_ Special needs \_\_\_\_\_

13. What are your future career goals?

To remain in present position \_\_\_\_\_ To change teaching assignments \_\_\_\_\_  
To move into administration \_\_\_\_\_ To change administrative assignments \_\_\_\_\_  
To go into the private sector \_\_\_\_\_ To go into business \_\_\_\_\_

Other: \_\_\_\_\_

14. How active is the teachers' union in your school district?
- |                       |                   |                      |
|-----------------------|-------------------|----------------------|
| Highly active _____   | Very active _____ | Active _____         |
| Somewhat active _____ | inactive _____    | Does not apply _____ |
15. When was the last teachers' strike in your district within the past five years?
- |            |            |            |            |            |                      |
|------------|------------|------------|------------|------------|----------------------|
| 1985 _____ | 1984 _____ | 1983 _____ | 1982 _____ | 1981 _____ | Does not apply _____ |
|------------|------------|------------|------------|------------|----------------------|
16. What teacher incentive plans are available in your district?
- |                        |                              |                                  |
|------------------------|------------------------------|----------------------------------|
| Sabbaticals _____      | Leaves of absence _____      | Career ladders _____             |
| Master teachers _____  | Work stipends _____          | Recognition awards _____         |
| Merit pay _____        | Tuition reimbursement _____  | Paid workshops/in-services _____ |
| Position changes _____ | Salary step increments _____ | Medical/financial benefits _____ |
| Special projects _____ | Fitness programs _____       | Other: _____                     |

17. Which of the incentive plans have you taken advantage of?

Sabbaticals _____	Leaves of absence _____	Career ladders _____
Master teachers _____	Work stipends _____	Recognition awards _____
Merit pay _____	Tuition reimbursement _____	Paid workshops/in-services _____
Position changes _____	Salary step increments _____	Medical/financial benefits _____
Special projects _____	Fitness programs _____	Other: _____

18. How would you rate your participation in the incentive programs?

Excellent _____	Good _____	Adequate _____	Fair _____	Poor _____
-----------------	------------	----------------	------------	------------

19. How would you rate the following teacher incentive plans?

	Highly Successful	Very Successful	Somewhat Successful	Unsuccessful
Sabbaticals	_____	_____	_____	_____
Leaves of absence	_____	_____	_____	_____
Career ladders	_____	_____	_____	_____
Master teachers	_____	_____	_____	_____
Work stipends	_____	_____	_____	_____
Recognition awards	_____	_____	_____	_____
Merit pay	_____	_____	_____	_____
Tuition reimbursement	_____	_____	_____	_____
Paid workshops/in-services	_____	_____	_____	_____
Position changes	_____	_____	_____	_____
Salary step increments	_____	_____	_____	_____
Medical/Financial benefits	_____	_____	_____	_____
Special projects	_____	_____	_____	_____
Fitness programs	_____	_____	_____	_____
Other: _____	_____	_____	_____	_____

20. What would you attribute to the success of the teacher incentive plans now in place?

Administrative support _____	School board support _____	Community support _____
Teacher input _____	Staff participation _____	Financial backing _____
Consistent Use _____	Parallels evaluation system _____	Other: _____



Part D — Please answer with a narrative response.

1. What would be your ideal view of a teacher incentive program in your school?
2. What suggestions do you have to revise this survey?
3. Additional comments:

Section Two — Background information

Part A — Professional

1. Number of years of experience:  
1-5    6-10    11-15    16-20    21+
2. Length of time in present position:  
1-5    6-10    11-15    16-20    21+

## 3. Tenured:

Yes \_\_\_ No \_\_\_ Does not apply \_\_\_

## 4. Highest degree held:

B.A. \_\_\_ B.S. \_\_\_ M.A. \_\_\_ M.S. \_\_\_ M.Ed. \_\_\_ Ph.D. \_\_\_

## 5. Currently enrolled in a degree program:

B.A. \_\_\_ B.S. \_\_\_ M.A. \_\_\_ M.S. \_\_\_ M.Ed. \_\_\_ Ph.D. \_\_\_

## 6. Present position:

Classroom teacher \_\_\_ Special Ed. teacher \_\_\_

Specialist \_\_\_ Art \_\_\_ Music \_\_\_ Phys. Ed. \_\_\_

Teaching principal \_\_\_ Building principal \_\_\_

## 7. Job responsibilities:

Teaching \_\_\_ Teaching/administration \_\_\_ Administration \_\_\_

## 8. Size of teaching staff:

1 - 10 \_\_\_ 11 - 15 \_\_\_ 16 - 20 \_\_\_ 21 - 25 \_\_\_ 26 + \_\_\_

9. Total average salary range (including extra paid duties):

Less than \$8,000 \_\_\_\_\_ \$8,000 to 12,000 \_\_\_\_\_ \$12,100-\$16,000 \_\_\_\_\_  
 \$16,100 to \$20,000 \_\_\_\_\_ \$20,100 to \$25,000 \_\_\_\_\_ Greater than \$25,100 \_\_\_\_\_

10. Additional income:

Less than \$1,000 \_\_\_\_\_ \$1,000 to \$3,500 \_\_\_\_\_ \$3,600 to \$7,000 \_\_\_\_\_  
 \$7,100 to 9,500 \_\_\_\_\_ \$9,600 to \$12,000 \_\_\_\_\_ Greater than \$12,100 \_\_\_\_\_

Part B - Personal

1. Marital Status:

Married \_\_\_\_\_ Single \_\_\_\_\_ Divorced \_\_\_\_\_

2. Age:

19-25 \_\_\_\_\_ 26-35 \_\_\_\_\_ 36-45 \_\_\_\_\_ 46-55 \_\_\_\_\_ 56+ \_\_\_\_\_

3. Number of dependents living at home:

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 or more \_\_\_\_\_

4. Sex:

Male \_\_\_\_\_ Female \_\_\_\_\_

Part C - Personal/Professional

1. Average number of paid hours spent on school related activities  
per week after school hours (correcting papers, meetings):  

1-5 _____	6-10 _____	11-15 _____	16-20 _____	21 + _____
-----------	------------	-------------	-------------	------------
  
2. Average number of paid hours spent on extra-curricular activities  
per week after school hours (sports, clubs, field trips, ect.):  

1-5 _____	6-10 _____	11-15 _____	16-20 _____	21 + _____
-----------	------------	-------------	-------------	------------
  
3. Average number of volunteer hours spent on school related activities  
per week after school hours (correcting papers, meetings):  

1-5 _____	6-10 _____	11-15 _____	16-20 _____	21 + _____
-----------	------------	-------------	-------------	------------

4. Average number of volunteer hours spent on extra-curricular activities  
per week after school hours (sports, clubs, field trips, etc.):
- 1-5    6-10    11-15    16-20    21 +
5. Average number of workshops/classes above those needed for  
certification attended per year:
- 0-2    3-4    5-6    7-8    above 8
6. Number of memberships to professional organizations:
- 0-2    3-4    5-6    7-8    above 8
7. Number of subscriptions to professional journals:
- 0-2    3-4    5-6    7-8    above 8

Thank You!



**APPENDIX B**  
**PILOT STUDY: STAFF MEMBER INTRODUCTORY LETTER**

October 1985

Dear Staff Member,

The use of incentive programs to motivate and reward individuals has been a well-documented practice in both the business and educational worlds. While incentive programs are considered to be an integral part of a successful business, school systems have traditionally avoided implementation of a formal, ongoing incentive plan.

The attached survey was developed to assess the current use of incentive programs in school systems, primarily at the elementary level. The results of the survey will be used for two purposes: 1) to provide feedback as to your attitudes and perceptions of motivational and reward systems, and 2) to serve as a field-based testing instrument so that the survey may become part of a dissertation study.

Would you please take a few minutes to complete the survey? Your input and assistance will be greatly appreciated in making this data collection a success.

Thank you in advance for taking time from your hectic schedule!

Sincerely,

Joan Binder  
Doctoral Student  
University of Massachusetts

(Special Education Coordinator  
Windham Northeast Supervisory Union)

Att.

**APPENDIX C**  
**PILOT STUDY: THANK YOU LETTERS**

Joan Binder  
P.O. Box 625  
Charlestown, NH 03603

January 21, 1986

Mr. Howard Smith  
Director of Elementary Education  
Springfield School District  
Park Street School  
Springfield, VT 05156

Dear Mr. Smith,

Enclosed please find the results of the teacher incentive plan survey (TIPS) which was distributed in some of your schools in November, 1985. I apologize for the delay in returning the results to you and your staff and hope that the information may be of some beneficial use.

Thank you so much for your cooperation and patience. I will be pursuing my studies further as I begin my sabbatical on January 27th. The information I received from my field-based study will be invaluable for my future research.

Please let me know if you have any questions/comments regarding the survey results.

Thank you again for all your help and assistance!

All my best,

Joan Binder

Enc.

To: Participating Staff Members  
From: Joan Binder, Doctoral Student - University of MA, Amherst  
Re: Survey Results  
Date: January 1986

Dear Colleague,

I would like to express my appreciation for your cooperation and input in completing the Teacher Incentive Plan Survey (TIPS) which was distributed in your school.

I have compiled the data and found that the results yielded some interesting findings. A copy of the survey results is available from your building principal. Please bear in mind that this study is only a preliminary investigation into the use of motivation and incentive/reward systems; thus the results cannot be viewed as conclusive. The statistics and inferences will serve as indicators for future inquiry and study.

Anyway...enough educational banter: what I really wanted to say was...Thank you - for your time, insight, knowledge and suggestions.

Your dedication and expertise are apparent; your help, invaluable.

Thank you again!

Sincerely,

Joan Binder  
P.O. Box 625  
Charlestown, NH  
03603



## Teacher Incentive Plan Survey (TIPS): Results

January 1986

Attached please find the results of the TIPS survey which was distributed in November, 1985. Schools participating in the field-study were located in Charlestown, New Hampshire and Springfield, Vermont. Fifty surveys were distributed in each school district. Charlestown staff members completed sixteen surveys, and Springfield staff members filled-out twenty-six surveys. A total of forty-three forms were collected from both school districts.

The results of the surveys were tabulated and recorded in two ways: 1) according to numerical responses, and 2) by percentages of returns. The data was then analyzed and some general observations were made. Comments regarding the survey results will be restricted to some overall findings, rather than individual or comparative statements. This process is in keeping with the purpose of the dissertation study, which is not to rate various school districts against each other, but to ascertain the significant elements impacting on successful teacher incentive plans. Comments will be kept brief and again, caution is given not to view them as conclusive.

The following are some tentative findings of the TIPS results:

1. The success of teacher incentive programs may be linked to an effective evaluation system.
2. Staff involvement is a key component in developing useful systems of reward and evaluation.
3. Strong administrative support and favorable feedback from evaluations encourages teachers to perceive themselves positively in terms of motivation.
4. Teachers and administrators with more years of experience tend to take greater advantage of teacher incentive plan opportunities than those with fewer years of experience.

I hope this information may be useful for you and/or your school district in looking at the relationships which exist between teacher motivation, evaluation systems, and incentive plans in your educational setting.

Good luck...and Thank you again!

**APPENDIX D**  
**PILOT STUDY: NUMERICAL RESULTS**

## Key

x/ = Springfield Responses  
 /x = Charlestown Responses  
 ( ) = Total Responses

## Teacher Incentive Plan Survey

Administrator  $\frac{2/1}{(3)}$  Administrator/teacher  $\frac{1/3}{(4)}$  Teacher  $\frac{24/12}{(36)}$   
 Full time  $\frac{18/11}{(29)}$  Part time  $\frac{1/0}{(1)}$

## Section One - Attitudes and Perceptions

## Part A - Please check the appropriate response.

	Yes	Some- times	No	Does Not Apply
1. Are you adequately reimbursed for your extra-curricular activities and expenses?	$\frac{3/4}{(7)}$	$\frac{8/5}{(13)}$	$\frac{11/5}{(16)}$	$\frac{5/2}{(7)}$
2. Would you be willing to serve on a committee to review the use of teacher incentive plans in your district?	$\frac{10/6}{(16)}$	$\frac{2/5}{(7)}$	$\frac{12/5}{(17)}$	$\frac{1/0}{(1)}$
3. Would you be responsive to a peer evaluation process?	$\frac{11/5}{(16)}$	$\frac{8/3}{(11)}$	$\frac{6/8}{(14)}$	$\frac{1/0}{(1)}$
4. Are there clearly defined organizational goals?	$\frac{10/5}{(15)}$	$\frac{6/5}{(11)}$	$\frac{6/2}{(8)}$	$\frac{0/0}{(0)}$
5. Are teachers aware of the organizational goals?	$\frac{9/3}{(12)}$	$\frac{7/7}{(14)}$	$\frac{6/4}{(10)}$	$\frac{1/0}{(1)}$
6. Do you feel you have central office support?	$\frac{12/4}{(16)}$	$\frac{10/9}{(19)}$	$\frac{2/3}{(5)}$	$\frac{1/0}{(1)}$

## Part B - Please check the appropriate response.

	Always	Almost Always	Some- times	Almost Never	Never
1. How often are you paid for extra-curricular work?	$\frac{0/2}{(2)}$	$\frac{2/3}{(5)}$	$\frac{6/6}{(12)}$	$\frac{6/0}{(6)}$	$\frac{10/4}{(14)}$
2. How often is administrative support available to you?	$\frac{7/3}{(10)}$	$\frac{13/7}{(20)}$	$\frac{5/5}{(10)}$	$\frac{1/1}{(2)}$	$\frac{0/0}{(0)}$
3. How often are you given positive feedback by your building administrator?	$\frac{5/2}{(7)}$	$\frac{7/4}{(11)}$	$\frac{11/6}{(17)}$	$\frac{1/4}{(5)}$	$\frac{0/0}{(0)}$
4. How often are you given negative feedback by your building administrator?	$\frac{0/2}{(2)}$	$\frac{1/2}{(3)}$	$\frac{10/10}{(20)}$	$\frac{11/2}{(13)}$	$\frac{4/0}{(4)}$
5. How often are you given positive feedback by your peers?	$\frac{5/0}{(5)}$	$\frac{3/5}{(8)}$	$\frac{17/10}{(27)}$	$\frac{2/1}{(3)}$	$\frac{0/0}{(0)}$
6. How often are you given negative feedback by your peers?	$\frac{0/0}{(0)}$	$\frac{1/0}{(1)}$	$\frac{6/9}{(15)}$	$\frac{16/7}{(23)}$	$\frac{3/0}{(3)}$

Part C - Please check the responses which apply.

1. What type of evaluation systems are currently used in your school and how long have they been in use?

Type	One Year	Two Years	Three Years	Three + Years
Checklist	4/0 (4)	0/1 (1)	0/2 (2)	19/6 (25)
Rating scale	—	0/1 (1)	—	3/6 (9)
Peer review	—	—	—	—
Classroom observation	3/0 (3)	0/1 (1)	—	17/12 (29)
Narrative	—	—	—	6/3 (9)
Goal setting conference	4/0 (4)	0/1 (1)	1/0 (2)	21/2 (23)
Student/parent feedback	—	—	—	3/2 (5)
Self-assessment	2/0 (2)	—	—	8/1 (9)
Test scores	—	—	—	2/0 (2)
Other: —	—	—	—	—

2. What was the result of your most recent evaluation?

Very positive/very encouraging	$\frac{12/3}{(15)}$	Positive/encouraging	$\frac{12/11}{(23)}$
Average/adequate	$\frac{1/1}{(2)}$	Very negative/very discouraging	$\frac{0/0}{(0)}$
Negative/discouraging	$\frac{0/0}{(0)}$		

3. Which of these would be your three top choices of evaluation instruments?

Checklist 3/3  
(6)      Rating scale 0/1  
(1)      Peer review 6/3  
(9)

Classroom observation 18/10  
(28)      Narrative 7/4  
(11)      Goal setting conference 20/7  
(27)

Student/parent feedback 2/4  
(6)      Self-assessment 15/9  
(24)      Test scores 0/0  
(0)

Other: 0/1  
(1)

4. How was the evaluation system chosen?

Administration 22/11 School board 3/4 Teachers 9/8 Parents 0/0  
(33) (7) (17) (0)

5. How many evaluations are conducted per year?

1 - 3 24/14 4 - 6 1/0 7 - 9 0/0 10 - 12 0/0 13 + 0/0 NA 1/1  
(38) (1) (0) (0) (0) (1)

6. How often are you evaluated?

Every three years 0/8 Every two years 0/3 Annually 24/4  
(8) (3) (28)

Twice a year 3/0 Quarterly 0/0 When in need 8/2  
(3) (0) (10)

7. How often are teachers' meetings held?

Bi-monthly 0/10 Monthly 27/2 Quarterly 0/0  
(10) (29) (0)

Twice a year 0/0 Annually 0/0 When in need 0/1 Never 0/0  
(0) (0) (1) (0)



8. How do you view yourself in terms of motivation?

Highly motivated  $\frac{6/6}{(12)}$  Very motivated  $\frac{16/5}{(21)}$

Motivated  $\frac{4/5}{(9)}$

Somewhat motivated  $\frac{1/0}{(1)}$  Unmotivated  $\frac{0/0}{(0)}$

9. How do others view you in terms of motivation?

	Highly Motivated	Very Motivated	Motivated	Somewhat Motivated	Unmotivated
Principals	$\frac{6/4}{(10)}$	$\frac{12/4}{(16)}$	$\frac{6/5}{(11)}$	$\frac{0/0}{(0)}$	$\frac{0/0}{(0)}$
Teachers	$\frac{7/3}{(10)}$	$\frac{11/6}{(17)}$	$\frac{6/6}{(12)}$	$\frac{0/0}{(0)}$	$\frac{0/0}{(0)}$
Parents	$\frac{4/2}{(6)}$	$\frac{8/8}{(16)}$	$\frac{9/2}{(11)}$	$\frac{1/2}{(3)}$	$\frac{0/0}{(0)}$
Students	$\frac{4/1}{(5)}$	$\frac{7/6}{(13)}$	$\frac{7/5}{(12)}$	$\frac{1/1}{(2)}$	$\frac{0/0}{(0)}$

10. Why did you enter the field of teaching?

Enjoy working with children  $\frac{24/12}{(36)}$  Job security  $\frac{3/2}{(5)}$

Want to help others  $\frac{9/7}{(16)}$

Benefits & vacation schedules  $\frac{5/2}{(7)}$  Interested in education  $\frac{17/12}{(29)}$

Other:  $\frac{1/1}{(2)}$

## 11. Why have you remained in the field?

Enjoy working with children  $\frac{20/11}{(31)}$

Job security  $\frac{7/4}{(11)}$

Want to help others  $\frac{9/6}{(15)}$

Benefits & vacation schedules  $\frac{7/6}{(13)}$

Interested in education  $\frac{18/11}{(29)}$

Other:  $\frac{3/2}{(5)}$

## 12. What type of students do you work best with?

Gifted  $\frac{2/3}{(5)}$

Bright  $\frac{11/8}{(19)}$

Average  $\frac{20/10}{(30)}$

Below average  $\frac{9/6}{(15)}$

Special needs  $\frac{6/5}{(11)}$

## 13. What are your future career goals?

To remain in present position  $\frac{18/10}{(28)}$

To change teaching assignments  $\frac{4/7}{(11)}$

To move into administration  $\frac{1/1}{(2)}$

To change administrative assignments  $\frac{1/0}{(1)}$

To go into the private sector  $\frac{1/0}{(1)}$

To go into business  $\frac{1/2}{(3)}$

Other:  $\frac{3/0}{(3)}$

14. How active is the teachers' union in your school district?

Highly active	$\frac{6/1}{(7)}$	Very active	$\frac{12/1}{(13)}$	Active	$\frac{7/2}{(9)}$
Somewhat active	$\frac{0/11}{(11)}$	Inactive	$\frac{1/0}{(1)}$	Does not apply	$\frac{1/0}{(1)}$

15. When was the last teachers' strike in your district within the past five years?

1985	$\frac{0/0}{(0)}$	1984	$\frac{0/0}{(0)}$	1983	$\frac{0/0}{(0)}$	1982	$\frac{0/0}{(0)}$	1981	$\frac{1/0}{(1)}$	Does not apply	$\frac{23/14}{(37)}$
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16. What teacher incentive plans are available in your district?

Sabbaticals	$\frac{26/1}{(27)}$	Leaves of absence	$\frac{27/10}{(37)}$	Career ladders	$\frac{0/0}{(0)}$
Master teachers	$\frac{3/4}{(7)}$	Work stipends	$\frac{1/0}{(1)}$	Recognition awards	$\frac{2/6}{(8)}$
Merit pay	$\frac{0/0}{(0)}$	Tuition reimbursement	$\frac{27/16}{(43)}$	Paid workshops/in-services	$\frac{21/11}{(32)}$
Position changes	$\frac{18/7}{(25)}$	Salary step increments	$\frac{26/14}{(40)}$	Medical/financial benefits	$\frac{16/10}{(26)}$
Special projects	$\frac{3/6}{(9)}$	Fitness programs	$\frac{0/2}{(2)}$	Other:	$\frac{0/0}{(0)}$

17. Which of the incentive plans have you taken advantage of?

Sabbaticals	<u>1/0</u> (1)	Leaves of absence	<u>5/3</u> (8)	Career ladders	<u>0/0</u> (0)
Master teachers	<u>0/2</u> (2)	Work stipends	<u>0/0</u> (0)	Recognition awards	<u>0/0</u> (0)
Merit pay	<u>0/0</u> (0)	Tuition reimbursement	<u>24/10</u> (34)	Paid workshops/in-services	<u>17/11</u> (28)
Position changes	<u>9/5</u> (14)	Salary step increments	<u>23/12</u> (33)	Medical/financial benefits	<u>15/10</u> (25)
Special projects	<u>1/2</u> (3)	Fitness programs	<u>0/2</u> (2)	Other:	<u>0/0</u> (0)

18. How would you rate your participation in the incentive programs?

Excellent	<u>2/1</u> (3)	Good	<u>8/7</u> (15)	Adequate	<u>8/5</u> (13)	Fair	<u>4/1</u> (5)	Poor	<u>0/0</u> (0)
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19. How would you rate the following teacher incentive plans?

	Highly Successful	Very Successful	Successful	Somewhat Successful	Unsuccessful
Sabbaticals	5/0 (5)	6/3 (9)	5/0 (5)	6/2 (8)	0/2 (2)
Leaves of absence	4/0 (4)	6/1 (7)	9/7 (16)	1/2 (3)	0/2 (2)
Career ladders	—	3/1 (4)	2/0 (2)	6/3 (9)	0/1 (1)
Master teachers	—	2/1 (3)	2/3 (5)	6/1 (7)	2/1 (3)
Work stipends	1/0 (1)	1/1 (2)	2/0 (2)	5/1 (6)	0/2 (2)
Recognition awards	—	3/3 (6)	3/1 (4)	4/2 (6)	2/3 (5)
Merit pay	—	2/1 (3)	3/1 (4)	3/1 (4)	8/4 (12)
Tuition reimbursement	8/2 (10)	8/3 (11)	3/6 (9)	3/3 (6)	—
Paid workshops/in-services	6/1 (7)	6/4 (10)	9/3 (12)	2/3 (5)	0/2 (2)
Position changes	5/1 (6)	8/1 (9)	2/3 (5)	3/1 (4)	0/3 (3)
Salary step increments	8/3 (11)	6/2 (8)	3/3 (6)	2/4 (6)	1/1 (2)
Medical/Financial benefits	8/5 (13)	5/4 (9)	4/2 (6)	2/0 (2)	0/1 (1)
Special projects	—	1/3 (4)	6/5 (11)	2/0 (2)	0/1 (1)
Fitness programs	0/1 (1)	5/1 (6)	4/2 (6)	2/1 (3)	0/1 (1)
Other: —	—	—	—	—	0/1 (1)

20. What would you attribute to the success of the teacher incentive plans now in place?

Administrative support	9/3 (12)	School board support	5/2 (7)	Community support	2/0 (2)
Teacher input	18/9 (27)	Staff participation	18/10 (28)	Financial backing	5/3 (8)
Consistent Use	13/4 (17)	Parallels evaluation system	0/0 (0)	Other:	1/0 (1)

Part D - Please answer with a narrative response.

1. What would be your ideal view of a teacher incentive program in your school?

(SEE ATTACHED)

2. What suggestions do you have to revise this survey?

(SEE ATTACHED)

3. Additional comments:

Section Two - Background Information

Part A - Professional

1. Number of years of experience:

1-5	<u>17/4</u>	6-10	<u>6/1</u>	11-15	<u>13/5</u>	16-20	<u>2/2</u>	21+	<u>5/3</u>
	(5)		(7)		(18)		(4)		(8)

2. Length of time in present position:

1-5	<u>9/8</u>	6-10	<u>10/4</u>	11-15	<u>3/3</u>	16-20	<u>2/1</u>	21+	<u>2/0</u>
	(17)		(14)		(6)		(3)		(2)



## 3. Tenured:

Yes  $\frac{2/7}{(9)}$  No  $\frac{3/5}{(8)}$  Does not apply  $\frac{20/3}{(23)}$

## 4. Highest degree held:

B.A.  $\frac{2/4}{(6)}$  B.S.  $\frac{11/6}{(17)}$  M.A.  $\frac{0/2}{(2)}$  M.S.  $\frac{1/0}{(1)}$  M.Ed.  $\frac{12/3}{(15)}$  Ph.D.  $\frac{0/1}{(1)}$

## 5. Currently enrolled in a degree program:

B.A.  $\frac{0/0}{(0)}$  B.S.  $\frac{0/0}{(0)}$  M.A.  $\frac{1/0}{(1)}$  M.S.  $\frac{0/0}{(0)}$  M.Ed.  $\frac{1/0}{(1)}$  Ph.D.  $\frac{0/0}{(0)}$

## 6. Present position:

Classroom teacher  $\frac{19/14}{(33)}$  Special Ed. teacher  $\frac{2/1}{(3)}$   
 Specialist  $\frac{0/0}{(0)}$  Art  $\frac{1/0}{(1)}$  Music  $\frac{1/0}{(1)}$  Phys. Ed.  $\frac{1/0}{(1)}$   
 Teaching principal  $\frac{1/0}{(1)}$  Building principal  $\frac{2/0}{(2)}$

## 7. Job responsibilities:

Teaching  $\frac{24/11}{(35)}$  Teaching/administration  $\frac{1/3}{(4)}$  Administration  $\frac{2/2}{(4)}$

## 8. Size of teaching staff:

1 - 10  $\frac{3/4}{(7)}$  11 - 15  $\frac{5/1}{(6)}$  16 - 20  $\frac{6/0}{(6)}$  21 - 26  $\frac{5/0}{(5)}$  26 +  $\frac{6/9}{(15)}$

## 9. Total average salary range (including extra paid duties):

Less than \$8,000	$\frac{0/0}{(0)}$	\$8,000 to 12,000	$\frac{0/0}{(0)}$	\$12,100-\$16,000	$\frac{1/4}{(5)}$
\$16,100 to \$20,000	$\frac{8/6}{(14)}$	\$20,100 to \$26,000	$\frac{16/4}{(20)}$	Greater than \$26,100	$\frac{1/1}{(2)}$

## 10. Additional income:

Less than \$1,000	$\frac{13/3}{(16)}$	\$1,000 to \$3,600	$\frac{2/4}{(6)}$	\$3,600 to \$7,000	$\frac{1/1}{(2)}$
\$7,100 to 9,600	$\frac{0/0}{(0)}$	\$9,600 to \$12,000	$\frac{0/0}{(0)}$	Greater than \$12,100	$\frac{0/0}{(0)}$

## Part B - Personal

## 1. Marital Status:

Married	$\frac{25/14}{(39)}$	Single	$\frac{0/2}{(2)}$	Divorced	$\frac{2/0}{(2)}$
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## 2. Age:

19-25	$\frac{1/1}{(2)}$	26-35	$\frac{12/4}{(16)}$	36-45	$\frac{8/8}{(16)}$	46-55	$\frac{4/0}{(4)}$	56+	$\frac{2/3}{(5)}$
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## 3. Number of dependents living at home:

1	$\frac{4/3}{(7)}$	2	$\frac{8/6}{(14)}$	3	$\frac{4/1}{(5)}$	4	$\frac{3/2}{(5)}$	5 or more	$\frac{0/1}{(1)}$
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## 4. Sex:

Male  $\frac{9/11}{(20)}$ Female  $\frac{18/5}{(23)}$ 

## Part C - Personal/Professional

## 1. Average number of paid hours spent on school related activities

per week after school hours (correcting papers, meetings),

1-6	$\frac{6/3}{(9)}$	6-10	$\frac{1/3}{(4)}$	11-16	$\frac{3/1}{(4)}$	16-20	$\frac{0/1}{(1)}$	21 +	$\frac{1/1}{(2)}$
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## 2. Average number of paid hours spent on extra-curricular activities

per week after school hours (sports, clubs, field trips, ect.),

1-6	$\frac{5/4}{(9)}$	6-10	$\frac{1/2}{(3)}$	11-16	$\frac{0/0}{(0)}$	16-20	$\frac{0/2}{(2)}$	21 +	$\frac{0/0}{(0)}$
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## 3. Average number of volunteer hours spent on school related activities

per week after school hours (correcting papers, meetings),

1-6	$\frac{2/4}{(6)}$	6-10	$\frac{7/4}{(11)}$	11-16	$\frac{8/4}{(12)}$	16-20	$\frac{6/1}{(7)}$	21 +	$\frac{2/1}{(3)}$
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## 4. Average number of volunteer hours spent on extra-curricular activities

per week after school hours (sports, clubs, field trips, etc.):

1-5	$\frac{12/5}{(17)}$	6-10	$\frac{1/3}{(4)}$	11-15	$\frac{1/0}{(1)}$	16-20	$\frac{0/0}{(0)}$	21 +	$\frac{0/0}{(0)}$
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## 5. Average number of workshops/classes above those needed for

certification attended per year:

0-2	$\frac{12/5}{(17)}$	3-4	$\frac{12/7}{(19)}$	5-6	$\frac{0/1}{(1)}$	7-8	$\frac{0/0}{(0)}$	above 8	$\frac{1/1}{(2)}$
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## 6. Number of memberships to professional organizations:

0-2	$\frac{18/8}{(26)}$	3-4	$\frac{7/5}{(12)}$	5-6	$\frac{0/1}{(1)}$	7-8	$\frac{0/0}{(0)}$	above 8	$\frac{1/0}{(1)}$
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## 7. Number of subscriptions to professional journals:

0-2	$\frac{18/8}{(26)}$	3-4	$\frac{7/3}{(10)}$	5-6	$\frac{1/2}{(3)}$	7-8	$\frac{0/1}{(1)}$	above 8	$\frac{0/0}{(0)}$
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Thank You!

## Teacher Incentive Plan Survey:

Responses to Part D - Question One

1. Full tuition for Master's program; better salary step increments; better dental benefits; informing new teachers of incentive programs.
2. Money for all forms of self-improvement; easy access to paid sabbatical.
3. Program allowing for remuneration of good service.
4. Not sure.
5. Community/administrative backed program with fair compensation; with fair salary schedule to compensate teachers for labor and expertise.
6. Adequate pay for teachers, inexperienced = \$18,000; then move to \$25,000 with opportunity to receive extra fees.
7. Program enhancement without addition of new curriculum and compensation for time and energy involved.
8. Raise base pay.
9. Good teachers require a fair salary and benefit plan - incentive programs per se are not as important as fair treatment; good salary, longevity, retirement, insurance, etc. coupled with some reward for people who do many extras; no incentive system works that places teacher against teacher by arbitrary evaluation of different administrators; reward systems/incentives need to be used when basic salary/benefits at/above base levels found in this area - if teaching salaries started at 30M-40M level then incentives become more acceptable and interesting.
10. Sabbaticals, career ladders, master teachers, work stipends, recognition awards, tuition reimbursement, paid workshops, position changes, salary step, medical/financial benefits, fitness programs, special projects.
11. Salary schedule/base salary - \$18,000; BC/BS - 100% longevity raises; full tuition reimbursement.
12. Goal-centered, achievement of stated/agreed upon objectives.
13. One which included a chance for position changes, leaves of absence and sabbaticals; salary step increments and paid workshops and in-service programs, along with tuition reimbursement would be important part of ideal program; a good dental plan as well as medical/financial benefits; a master teacher program would complete the plan.
14. Sabbaticals and leaves of absence to further education; it would ease the burden to have paid workshops and in-service days plus 100% medical benefits.
15. I enjoy setting up a personal improvement plan and working on it and evaluating it together with supervisor.

## Teacher Incentive Plan Survey:

Responses to Part D - Question One (Cont.)

16. Financial incentives for time spent and for experienced teachers; leaves of absences granted for those desiring them.
17. One that would enable us to be evaluated by someone other than administrators.
18. I would like to see career ladders and work stipends.
19. Continue to encourage growth and education of teachers by the use of sabbaticals and tuition reimbursements; higher pay to encourage young people to enter the field and in order to keep good teachers.
20. Undecided.
21. A program that would adequately pay teachers a fair and competitive salary; mandatory sabbatical after seven years and present incentives now in place in our district.
22. I would like it to be similiar to ours with possibly a fitness program added.
23. To establish career ladder programs that would place emphasis on keeping teachers in the classroom.
24. Wider variety of incentives; more teacher input.
25. Give more time for planning - one or two afternoons/month; give salary credit for workshops directly related to classrooms.
26. It would be one where administrators took an active interest (encouragement to staff and input) in developing quality in-service courses to focus on particular needs of district; and which would be applicable to monetary incentives.
27. Pay staff for curriculum and staff development.
28. Would have to see details and then synthesize a plan from these; how does "fitness plan" relate to incentive plan?; merit pay divides teachers, staff and parents; "peer" teacher evaluations - other teachers never interact, thus how would they be able to evaluate?; career ladder may be possible; who evaluates has power over raise or no raise; a ladder for successful projects; implementing new classroom techniques or district curriculum work on topic of (in addition to) salary step increments may be one possible way.
29. To have administration and school board be willing to pay (reward) teachers for the job they do without pay; and to somehow put respect back into community as they view us.
30. Teacher incentive programs should be geared to reward top teachers who would be willing to work with other teachers to develop curriculum/activities and teacher techniques; it should not be based on rewarding teachers who are cooperative with administration.



## Teacher Incentive Plan Survey:

Responses to Part D - Question One (Cont.)

31. A. A recognition of overtime work, monetarily or in some other form.  
B. Community support and recognition.  
I think incentive programs help to retain good teachers in the public school system; we are losing teachers because of higher salaries and benefits in the business sector; I also think community awareness of the work involved and dedication of teachers should be realized.

Teacher Incentive Plan Survey:  
Responses to Part D - Question Two

1. Make questions clearer and concise.
2. Too vague in areas.
3. Space to qualify answers given.
4. Questions are locked in to what has always been done - no new ideas introduced; Q. 9, page three is subjective.
5. Questions not clear as to purpose.
6. Too long.
7. Define some terms re: career ladders.
8. Set-up so it can be card read by a computer.
9. It seems to cover all areas.
10. This is a very good survey.
11. Improve wording on questions and more clearly define response items (some items do not apply).
12. Feedback to participants.
13. Page seven and eight, room for "none".
14. Room for undecided on questions requiring an opinion - would not want to state an opinion on something I haven't really evaluated.
15. It is not designed from an administrator's point of view - perhaps a second form should have been developed for administrators.
16. Very interesting; I hope you will share some of your findings and perspectives with the participants of this survey.
17. See comments by questions.
18. Some of the ideas suggested need clarification.

**APPENDIX E**  
**PILOT STUDY: PERCENTAGE RESULTS**

Key

x/ = Springfield Responses

/x = Charlestown Responses

( ) = Total Responses

## Teacher Incentive Plan Survey

Administrator  $\frac{5/2}{(7)}$ Administrator/teacher  $\frac{2/7}{(9)}$ Teacher  $\frac{56/28}{(84)}$ Full time  $\frac{42/26}{(68)}$ Part time  $\frac{2/0}{(2)}$ 

## Section One - Attitudes and Perceptions

## Part A - Please check the appropriate response.

	Yes	Some- times	No	Does Not Apply
1. Are you adequately reimbursed for your extra-curricular activities and expenses?	7/9 $\frac{(16)}{(16)}$	19/12 $\frac{(31)}{(31)}$	26/12 $\frac{(38)}{(38)}$	12/5 $\frac{(17)}{(17)}$
2. Would you be willing to serve on a committee to review the use of teacher incentive plans in your district?	23/14 $\frac{(37)}{(37)}$	5/12 $\frac{(17)}{(17)}$	28/12 $\frac{(40)}{(40)}$	2/0 $\frac{(2)}{(2)}$
3. Would you be responsive to a peer evaluation process?	26/12 $\frac{(30)}{(30)}$	19/7 $\frac{(26)}{(26)}$	14/19 $\frac{(33)}{(33)}$	2/0 $\frac{(2)}{(2)}$
4. Are there clearly defined organizational goals?	23/12 $\frac{(35)}{(35)}$	14/12 $\frac{(26)}{(26)}$	14/5 $\frac{(19)}{(19)}$	0/0 $\frac{(0)}{(0)}$
6. Are teachers aware of the organizational goals?	21/7 $\frac{(28)}{(28)}$	16/16 $\frac{(32)}{(32)}$	14/9 $\frac{(23)}{(23)}$	2/0 $\frac{(2)}{(2)}$
6. Do you feel you have central office support?	28/9 $\frac{(37)}{(37)}$	23/21 $\frac{(44)}{(44)}$	5/7 $\frac{(12)}{(12)}$	2/0 $\frac{(2)}{(2)}$

## Part B - Please check the appropriate response.

	Always	Almost Always	Some- times	Almost Never	Never
1. How often are you paid for extra-curricular work?	0/5 (5)	5/7 (12)	14/14 (28)	14/0 (14)	23/9 (32)
2. How often is administrative support available to you?	16/7 (23)	30/16 (46)	12/12 (24)	2/2 (4)	0/0 (0)
3. How often are you given positive feedback by your building administrator?	12/5 (17)	16/9 (25)	26/14 (40)	2/9 (11)	0/0 (0)
4. How often are you given negative feedback by your building administrator?	0/5 (5)	2/5 (7)	23/23 (46)	26/5 (31)	9/0 (9)
5. How often are you given positive feedback by your peers?	12/0 (12)	7/12 (19)	40/23 (63)	5/2 (7)	0/0 (0)
6. How often are you given negative feedback by your peers?	0/0 (0)	2/0 (2)	14/21 (35)	37/16 (53)	7/0 (7)

Part C - Please check the responses which apply.

1. What type of evaluation systems are currently used in your school and how long have they been in use?

Type	One Year	Two Years	Three Years	Three + Years
Checklist	9/0 (9)	0/2 (2)	0/5 (5)	44/14 (58)
Rating scale	—	0/2 (2)	—	7/14 (21)
Peer review	—	—	—	—
Classroom observation	7/0 (7)	0/2 (2)	—	40/28 (68)
Narrative	—	—	—	14/7 (21)
Goal setting conference	9/0 (9)	0/2 (2)	2/0 (2)	49/5 (54)
Student/parent feedback	—	—	—	7/5 (12)
Self-assessment	5/0 (5)	—	—	19/2 (21)
Test scores	—	—	—	5/0 (5)
Other: —	—	—	—	—

2. What was the result of your most recent evaluation?

Very positive/very encouraging	28/7 (35)	Positive/encouraging	28/26 (54)
Average/adequate	2/2 (4)		
Negative/discouraging	0/0 (0)	Very negative/very discouraging	0/0 (0)



3. Which of these would be your three top choices of evaluation instruments?

Checklist $\frac{7/7}{(14)}$	Rating scale $\frac{0/2}{(2)}$	Peer review $\frac{14/7}{(21)}$
Classroom observation $\frac{42/23}{(65)}$	Narrative $\frac{16/9}{(25)}$	Goal setting conference $\frac{47/16}{(63)}$
Student/parent feedback $\frac{5/9}{(14)}$	Self-assessment $\frac{35/21}{(56)}$	Test scores $\frac{0/0}{(0)}$
Other: $\frac{0/2}{(2)}$		

4. How was the evaluation system chosen?

Administration $\frac{51/26}{(77)}$	School board $\frac{7/9}{(16)}$	Teachers $\frac{21/19}{(40)}$	Parents $\frac{0/0}{(0)}$
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5. How many evaluations are conducted per year?

1 - 3 $\frac{56/33}{(89)}$	4 - 6 $\frac{2/0}{(2)}$	7 - 9 $\frac{0/0}{(0)}$	10 - 12 $\frac{0/0}{(0)}$	13 + $\frac{0/0}{(0)}$	NA $\frac{2/2}{(4)}$
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6. How often are you evaluated?

Every three years $\frac{0/19}{(19)}$	Every two years $\frac{0/7}{(7)}$	Annually $\frac{56/9}{(65)}$
Twice a year $\frac{7/0}{(7)}$	Quarterly $\frac{0/0}{(0)}$	When in need $\frac{19/5}{(24)}$

7. How often are teachers' meetings held?

Bi-monthly $\frac{0/23}{(23)}$	Monthly $\frac{63/5}{(68)}$	Quarterly $\frac{0/0}{(0)}$
Twice a year $\frac{0/0}{(0)}$	Annually $\frac{0/0}{(0)}$	When in need $\frac{0/2}{(2)}$
		Never $\frac{0/0}{(0)}$

## 8. How do you view yourself in terms of motivation?

Highly motivated  $\frac{14/14}{(28)}$       Very motivated  $\frac{37/12}{(49)}$

Motivated  $\frac{9/12}{(21)}$

Somewhat motivated  $\frac{2/0}{(2)}$       Unmotivated  $\frac{0/0}{(0)}$

## 9. How do others view you in terms of motivation?

	Highly Motivated	Very Motivated	Motivated	Somewhat Motivated	Unmotivated
Principals	$\frac{14/9}{(23)}$	$\frac{28/9}{(37)}$	$\frac{14/12}{(0)}$	$\frac{0/0}{(0)}$	$\frac{0/0}{(0)}$
Teachers	$\frac{16/7}{(23)}$	$\frac{26/14}{(40)}$	$\frac{14/14}{(28)}$	$\frac{0/0}{(0)}$	$\frac{0/0}{(0)}$
Parents	$\frac{9/5}{(14)}$	$\frac{19/19}{(38)}$	$\frac{21/5}{(26)}$	$\frac{2/5}{(7)}$	$\frac{0/0}{(0)}$
Students	$\frac{9/2}{(11)}$	$\frac{16/14}{(30)}$	$\frac{16/12}{(28)}$	$\frac{2/2}{(4)}$	$\frac{0/0}{(0)}$

## 10. Why did you enter the field of teaching?

Enjoy working with children	$\frac{56/28}{(84)}$	Job security	$\frac{7/5}{(12)}$
Want to help others	$\frac{21/16}{(37)}$		
Benefits & vacation schedules	$\frac{12/5}{(17)}$	Interested in education	$\frac{40/28}{(68)}$
Other:	$\frac{2/2}{(4)}$		

## 11. Why have you remained in the field?

Enjoy working with children  $\frac{47}{26}$  (73)      Job security  $\frac{16}{9}$  (25)

Want to help others  $\frac{21}{14}$  (35)

Benefits & vacation schedules  $\frac{16}{14}$  (30)      Interested in education  $\frac{42}{26}$  (68)

Other:  $\frac{7}{5}$  (12)

## 12. What type of students do you work best with?

Gifted  $\frac{5}{7}$  (12)      Bright  $\frac{26}{19}$  (45)      Average  $\frac{47}{23}$  (70)      Below average  $\frac{21}{14}$  (35)      Special needs  $\frac{14}{12}$  (26)

## 13. What are your future career goals?

To remain in present position  $\frac{42}{23}$  (65)      To change teaching assignments  $\frac{9}{16}$  (25)

To move into administration  $\frac{2}{2}$  (4)      To change administrative assignments  $\frac{2}{0}$  (2)

To go into the private sector  $\frac{2}{0}$  (2)      To go into business  $\frac{2}{5}$  (7)

Other:  $\frac{7}{0}$  (7)

14. How active is the teachers' union in your school district?

Highly active	$\frac{14/2}{(16)}$	Very active	$\frac{28/2}{(30)}$	Active	$\frac{16/5}{(21)}$
Somewhat active	$\frac{0/26}{(26)}$	Inactive	$\frac{2/0}{(2)}$	Does not apply	$\frac{2/0}{(2)}$

15. When was the last teachers' strike in your district within the past five years?

1985	$\frac{0/0}{(0)}$	1984	$\frac{0/0}{(0)}$	1983	$\frac{0/0}{(0)}$	1982	$\frac{0/0}{(0)}$	1981	$\frac{2/0}{(2)}$	Does not apply	$\frac{53/33}{(86)}$
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16. What teacher incentive plans are available in your district?

Sabbaticals	$\frac{60/2}{(62)}$	Leaves of absence	$\frac{63/23}{(86)}$	Career ladders	$\frac{0/0}{(0)}$
Master teachers	$\frac{7/9}{(16)}$	Work stipends	$\frac{2/0}{(2)}$	Recognition awards	$\frac{5/14}{(19)}$
Merit pay	$\frac{0/0}{(0)}$	Tuition reimbursement	$\frac{63/37}{(100)}$	Paid workshops/in-services	$\frac{49/26}{(75)}$
Position changes	$\frac{42/16}{(58)}$	Salary step increments	$\frac{60/33}{(93)}$	Medical/financial benefits	$\frac{37/23}{(60)}$
Special projects	$\frac{7/14}{(21)}$	Fitness programs	$\frac{0/5}{(5)}$	Other:	$\frac{0/0}{(0)}$

17. Which of the incentive plans have you taken advantage of?

Sabbaticals	$\frac{2/0}{(2)}$	Leaves of absence	$\frac{12/7}{(19)}$	Career ladders	$\frac{0/0}{(0)}$
Master teachers	$\frac{0/5}{(5)}$	Work stipends	$\frac{0/0}{(0)}$	Recognition awards	$\frac{0/0}{(0)}$
Merit pay	$\frac{0/0}{(0)}$	Tuition reimbursement	$\frac{56/23}{(79)}$	Paid workshops/in-services	$\frac{40/26}{(66)}$
Position changes	$\frac{21/12}{(33)}$	Salary step increments	$\frac{53/28}{(81)}$	Medical/financial benefits	$\frac{35/23}{(58)}$
Special projects	$\frac{2/5}{(7)}$	Fitness programs	$\frac{0/5}{(5)}$	Other:	$\frac{0/0}{(0)}$

18. How would you rate your participation in the incentive programs?

Excellent	$\frac{5/2}{(7)}$	Good	$\frac{19/16}{(35)}$	Adequate	$\frac{19/12}{(31)}$	Fair	$\frac{9/2}{(11)}$	Poor	$\frac{0/0}{(0)}$
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## 19. How would you rate the following teacher incentive plans?

	Highly Successful	Very Successful	Successful	Somewhat Successful	Unsuccessful
Sabbaticals	12/0 (12)	14/7 (21)	12/0 (12)	14/5 (19)	0/5 (5)
Leaves of absence	9/0 (9)	14/2 (16)	21/16 (37)	2/5 (7)	0/5 (5)
Career ladders	—	7/2 (9)	5/0 (5)	24/7 (21)	0/2 (2)
Master teachers	—	5/2 (7)	5/7 (12)	14/2 (16)	5/2 (7)
Work stipends	2/0 (2)	2/2 (4)	5/0 (5)	12/2 (14)	0/5 (5)
Recognition awards	—	7/7 (14)	7/2 (9)	9/5 (14)	5/7 (12)
Merit pay	—	5/2 (7)	7/2 (9)	7/2 (9)	19/9 (28)
Tuition reimbursement	19/5 (24)	19/7 (26)	7/14 (21)	7/7 (14)	—
Paid workshops/in-services	14/2 (16)	14/9 (23)	21/7 (28)	5/7 (12)	0/5 (5)
Position changes	12/2 (14)	19/3 (21)	5/7 (12)	7/2 (9)	0/7 (7)
Salary step increments	19/7 (26)	14/5 (19)	7/7 (14)	5/9 (14)	2/2 (4)
Medical/Financial benefits	19/12 (31)	12/9 (21)	9/5 (14)	5/0 (5)	0/2 (2)
Special projects	—	2/7 (9)	14/13 (26)	5/0 (5)	0/2 (2)
Fitness programs	0/2 (2)	12/2 (14)	9/5 (14)	5/2 (7)	0/2 (2)
Other: —	—	—	—	—	0/2 (2)

## 20. What would you attribute to the success of the teacher incentive plans now in place?

Administrative support	21/7 (28)	School board support	12/5 (17)	Community support	5/0 (5)
Teacher input	42/21 (63)	Staff participation	42/23 (65)	Financial backing	12/7 (19)
Consistent Use	30/9 (39)	Parallels evaluation system	9/0 (6)	Other:	2/0 (2)



Part D — Please answer with a narrative response.

1. What would be your ideal view of a teacher incentive program in your school?

(RESPONSES AVAILABLE FROM RESEARCHER.)

2. What suggestions do you have to revise this survey?

(RESPONSES AVAILABLE FROM RESEARCHER.)

3. Additional comments:

(RESPONSES AVAILABLE FROM RESEARCHER.)

Section Two — Background information

Part A — Professionals

1. Number of years of experience:

1-5	2/9 (11)	6-10	14/2 (16)	11-15	30/12 (42)	16-20	5/5 (10)	21+	12/7 (19)
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2. Length of time in present position:

1-5	21/19 (40)	6-10	23/9 (32)	11-15	7/7 (14)	16-20	5/2 (7)	21+	5/0 (5)
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3. Tenured:
- |     |                     |    |                     |                |                     |
|-----|---------------------|----|---------------------|----------------|---------------------|
| Yes | $\frac{5/16}{(21)}$ | No | $\frac{7/12}{(19)}$ | Does not apply | $\frac{47/7}{(54)}$ |
|-----|---------------------|----|---------------------|----------------|---------------------|
4. Highest degree held:
- |                         |                           |                        |                        |                           |                         |
|-------------------------|---------------------------|------------------------|------------------------|---------------------------|-------------------------|
| B.A. $\frac{5/9}{(14)}$ | B.S. $\frac{26/14}{(40)}$ | M.A. $\frac{0/5}{(5)}$ | M.S. $\frac{2/0}{(2)}$ | M.Ed. $\frac{28/7}{(35)}$ | Ph.D. $\frac{0/2}{(2)}$ |
|-------------------------|---------------------------|------------------------|------------------------|---------------------------|-------------------------|
5. Currently enrolled in a degree program:
- |                        |                        |                        |                        |                         |                         |
|------------------------|------------------------|------------------------|------------------------|-------------------------|-------------------------|
| B.A. $\frac{0/0}{(0)}$ | B.S. $\frac{0/0}{(0)}$ | M.A. $\frac{2/0}{(2)}$ | M.S. $\frac{0/0}{(0)}$ | M.Ed. $\frac{2/0}{(2)}$ | Ph.D. $\frac{0/0}{(0)}$ |
|------------------------|------------------------|------------------------|------------------------|-------------------------|-------------------------|
6. Present position:
- |                    |                      |                     |                   |
|--------------------|----------------------|---------------------|-------------------|
| Classroom teacher  | $\frac{44/33}{(77)}$ | Special Ed. teacher | $\frac{5/2}{(7)}$ |
| Specialist         | $\frac{0/0}{(0)}$    | Art                 | $\frac{2/0}{(2)}$ |
| Teaching principal | $\frac{2/0}{(2)}$    | Music               | $\frac{2/0}{(2)}$ |
|                    |                      | Phys. Ed.           | $\frac{2/0}{(2)}$ |
|                    |                      | Building principal  | $\frac{5/0}{(5)}$ |
7. Job responsibilities:
- |          |                      |                         |                   |                |                    |
|----------|----------------------|-------------------------|-------------------|----------------|--------------------|
| Teaching | $\frac{56/26}{(82)}$ | Teaching/administration | $\frac{2/7}{(9)}$ | Administration | $\frac{5/5}{(10)}$ |
|----------|----------------------|-------------------------|-------------------|----------------|--------------------|
8. Size of teaching staff:
- |        |                    |         |                     |         |                     |         |                     |      |                      |
|--------|--------------------|---------|---------------------|---------|---------------------|---------|---------------------|------|----------------------|
| 1 - 10 | $\frac{7/9}{(16)}$ | 11 - 15 | $\frac{12/2}{(14)}$ | 16 - 20 | $\frac{14/0}{(14)}$ | 21 - 25 | $\frac{12/0}{(12)}$ | 26 + | $\frac{14/21}{(35)}$ |
|--------|--------------------|---------|---------------------|---------|---------------------|---------|---------------------|------|----------------------|

## 9. Total average salary range (including extra paid duties):

Less than \$8,000	$\frac{0/0}{(0)}$	\$8,000 to 12,000	$\frac{0/0}{(0)}$	\$12,100-\$16,000	$\frac{2/9}{(11)}$
\$16,100 to \$20,000	$\frac{19/14}{(33)}$	\$20,100 to \$25,000	$\frac{37/9}{(46)}$	Greater than \$25,100	$\frac{2/2}{(4)}$

## 10. Additional income:

Less than \$1,000	$\frac{30/7}{(37)}$	\$1,000 to \$3,500	$\frac{5/9}{(14)}$	\$3,600 to \$7,000	$\frac{2/2}{(4)}$
\$7,100 to 9,500	$\frac{0/0}{(0)}$	\$9,600 to \$12,000	$\frac{0/0}{(0)}$	Greater than \$12,100	$\frac{0/0}{(0)}$

## Part B - Personal

## 1. Marital Status:

Married	$\frac{58/33}{(91)}$	Single	$\frac{0/5}{(5)}$	Divorced	$\frac{5/0}{(5)}$
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## 2. Age:

19-25	$\frac{2/2}{(4)}$	26-35	$\frac{28/9}{(37)}$	36-45	$\frac{19/19}{(38)}$	46-55	$\frac{9/0}{(9)}$	56+	$\frac{5/7}{(12)}$
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## 3. Number of dependents living at home:

1	$\frac{9/7}{(16)}$	2	$\frac{19/14}{(33)}$	3	$\frac{9/2}{(11)}$	4	$\frac{7/5}{(12)}$	5 or more	$\frac{0/2}{(2)}$
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## 4. Sex:

Male  $\frac{21/26}{(47)}$ Female  $\frac{42/12}{(54)}$ 

## Part C - Personal/Professional

## 1. Average number of paid hours spent on school related activities

per week after school hours (correcting papers, meetings):

1-5	$\frac{14/7}{(21)}$	6-10	$\frac{2/7}{(9)}$	11-15	$\frac{7/2}{(9)}$	16-20	$\frac{0/2}{(2)}$	21 +	$\frac{2/2}{(4)}$
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## 2. Average number of paid hours spent on extra-curricular activities

per week after school hours (sports, clubs, field trips, ect.):

1-5	$\frac{12/9}{(21)}$	6-10	$\frac{2/5}{(7)}$	11-15	$\frac{0/0}{(0)}$	16-20	$\frac{0/5}{(5)}$	21 +	$\frac{0/0}{(0)}$
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## 3. Average number of volunteer hours spent on school related activities

per week after school hours (correcting papers, meetings):

1-5	$\frac{5/9}{(14)}$	6-10	$\frac{16/9}{(25)}$	11-15	$\frac{19/9}{(28)}$	16-20	$\frac{14/2}{(16)}$	21 +	$\frac{5/2}{(7)}$
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4. Average number of volunteer hours spent on extra-curricular activities

per week after school hours (sports, clubs, field trips, etc.):

1-5	$\frac{28/12}{(40)}$	6-10	$\frac{2/7}{(9)}$	11-15	$\frac{2/0}{(2)}$	16-20	$\frac{0/0}{(0)}$	21 +	$\frac{0/0}{(0)}$
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5. Average number of workshops/classes above those needed for

certification attended per year:

0-2	$\frac{28/12}{(40)}$	3-4	$\frac{28/16}{(44)}$	6-8	$\frac{0/2}{(2)}$	7-8	$\frac{0/0}{(0)}$	above 8	$\frac{2/2}{(4)}$
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6. Number of memberships to professional organizations:

0-2	$\frac{42/19}{(61)}$	3-4	$\frac{16/12}{(28)}$	5-6	$\frac{0/2}{(2)}$	7-8	$\frac{0/0}{(0)}$	above 8	$\frac{2/0}{(2)}$
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7. Number of subscriptions to professional journals:

0-2	$\frac{42/19}{(61)}$	3-4	$\frac{16/7}{(23)}$	5-6	$\frac{2/5}{(7)}$	7-8	$\frac{0/2}{(2)}$	above 8	$\frac{0/0}{(0)}$
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Thank You!

**APPENDIX F**  
**FINAL PROJECT: TEACHER INCENTIVE PLAN SURVEY**



## Teacher Incentive Plan Survey

## Section One - Attitudes and Perceptions

Part A - Please check the appropriate response.

- |  | Always | Almost<br>Always | Some-<br>times | Almost<br>Never | Never |
|--|--------|------------------|----------------|-----------------|-------|
| 1. Do you feel you have central office support?                              | ___    | ___              | ___            | ___             | ___   |
| 2. How often is administrative support available to you?                     | ___    | ___              | ___            | ___             | ___   |
| 3. How often are you given positive feedback by your building administrator? | ___    | ___              | ___            | ___             | ___   |
| 4. How often are you given negative feedback by your building administrator? | ___    | ___              | ___            | ___             | ___   |

Part B - Please check the responses which apply.

1. How often are you evaluated?
- |                   |     |                 |                           |              |     |
|-------------------|-----|-----------------|---------------------------|--------------|-----|
| Every three years | ___ | Every two years | ___                       | Annually     | ___ |
| Twice a year      | ___ | Quarterly       | ___                       | When in need | ___ |
| Upon request      | ___ | Other           | _____<br>(please specify) |              |     |

2. How would you rate the evaluation systems currently used in your school?

	Highly Successful	Very Successful	Successful	Somewhat Successful	Unsuccessful	Does Not Apply
Checklist	—	—	—	—	—	—
Rating scale	—	—	—	—	—	—
Peer review	—	—	—	—	—	—
Classroom observation	—	—	—	—	—	—
Narrative	—	—	—	—	—	—
Goal-setting conference	—	—	—	—	—	—
Student/parent feedback	—	—	—	—	—	—
Self-assessment	—	—	—	—	—	—
Test scores	—	—	—	—	—	—
Other (please specify)	—	—	—	—	—	—

3. How was the current evaluation system chosen?

Administration	School board	Teachers	Parents	Other (please specify)
—	—	—	—	—

4. How would you rate the results of your most recent evaluation?
- Very positive/very encouraging \_\_\_\_\_ Positive/encouraging \_\_\_\_\_
- Negative/discouraging \_\_\_\_\_ Average/adequate \_\_\_\_\_ Very negative/very discouraging \_\_\_\_\_
5. Which of these would you rank order as 1, 2, 3 for your three top choices of evaluation instruments?
- Checklist \_\_\_\_\_ Rating scale \_\_\_\_\_ Peer review \_\_\_\_\_
- Classroom observation \_\_\_\_\_ Narrative \_\_\_\_\_ Goal-setting conference \_\_\_\_\_
- Student/parent feedback \_\_\_\_\_ Self-assessment \_\_\_\_\_ Test scores \_\_\_\_\_
- Other \_\_\_\_\_ (please specify)
6. How do you view yourself in terms of motivation?
- Highly motivated \_\_\_\_\_ Very motivated \_\_\_\_\_
- \_\_\_\_\_ Motivated \_\_\_\_\_
- Somewhat motivated \_\_\_\_\_ Unmotivated \_\_\_\_\_

7. How would you rate the following as reasons for your choice of teaching as a career?

Very Important      Somewhat Important      Not Important

Enjoy working with children \_\_\_\_\_

Job security \_\_\_\_\_

Want to help others \_\_\_\_\_

Benefits & vacation schedules \_\_\_\_\_

Interested in education \_\_\_\_\_

No equally interesting options \_\_\_\_\_

Other \_\_\_\_\_

8. Which of these would you rank order as 1, 2, 3 for your future top three career goals?

To remain in present position \_\_\_\_\_ To change teaching assignments \_\_\_\_\_

To move into administration \_\_\_\_\_ To enroll in a continuing education program \_\_\_\_\_

To go into the private sector \_\_\_\_\_ To go into business \_\_\_\_\_

Other \_\_\_\_\_  
(please specify)







11. Which of these would you rank order as 1, 2, 3 as the top three factors contributing to the success of teacher incentive plans?

Administrative support \_\_\_\_\_ School board support \_\_\_\_\_ Community support \_\_\_\_\_

Teacher input \_\_\_\_\_ Staff participation \_\_\_\_\_ Financial backing \_\_\_\_\_

Consistent Use \_\_\_\_\_ Parallel evaluation system \_\_\_\_\_ Availability \_\_\_\_\_

Other \_\_\_\_\_  
(please specify)

12. How would you rate the following teacher incentive options in general?

	Highly Desirable	Very Desirable	Desirable	Somewhat Desirable	Undesirable
Sabbaticals	_____	_____	_____	_____	_____
Leaves of absence	_____	_____	_____	_____	_____
Career ladders	_____	_____	_____	_____	_____
Master teachers	_____	_____	_____	_____	_____
Work stipends	_____	_____	_____	_____	_____
Recognition awards	_____	_____	_____	_____	_____
Merit pay	_____	_____	_____	_____	_____
Tuition reimbursement	_____	_____	_____	_____	_____
Paid workshops/in-services	_____	_____	_____	_____	_____
Position changes	_____	_____	_____	_____	_____
Salary step increments	_____	_____	_____	_____	_____
Medical/Financial benefits	_____	_____	_____	_____	_____
Special projects	_____	_____	_____	_____	_____
Fitness programs	_____	_____	_____	_____	_____
Other _____ (please specify)	_____	_____	_____	_____	_____

Part C - Please answer with a narrative response.

1. What would be your ideal view of a teacher incentive program in your school?
2. What suggestions do you have to revise this survey?
3. Additional comments:

#### Section Two - Background Information

##### Part A - Professional

1. Number of years of experience,
 

1-5 ____	6-10 ____	11-15 ____	16-20 ____	21+ ____
----------	-----------	------------	------------	----------
2. Length of time in present position,
 

1-5 ____	6-10 ____	11-15 ____	16-20 ____	21+ ____
----------	-----------	------------	------------	----------

3. Tenured:  
 Yes \_\_\_ No \_\_\_ Does not apply \_\_\_
4. Highest degree held:  
 B.A. \_\_\_ B.S. \_\_\_ M.A. \_\_\_ M.S. \_\_\_ M.Ed. \_\_\_ Ph.D. \_\_\_  
 B.A. \_\_\_ B.S. \_\_\_ M.A. \_\_\_ M.S. \_\_\_ M.Ed. \_\_\_ Ph.D. \_\_\_
5. Currently enrolled in a degree program (if any):  
 B.A. \_\_\_ B.S. \_\_\_ M.A. \_\_\_ M.S. \_\_\_ M.Ed. \_\_\_ Ph.D. \_\_\_
6. Present position:  
 Classroom \_\_\_ Special Education \_\_\_ Teaching Principal \_\_\_  
 Specialist \_\_\_ Art \_\_\_ Music \_\_\_ Physical Education \_\_\_  
 Other \_\_\_  
 (please specify)
7. Size of teaching staff:  
 1 - 10 \_\_\_ 11 - 15 \_\_\_ 16 - 20 \_\_\_ 21 - 25 \_\_\_ 26 + \_\_\_
8. Average number of workshops/classes attended per year:  
 0-2 \_\_\_ 3-4 \_\_\_ 5-6 \_\_\_ 7-8 \_\_\_ 9+ \_\_\_

9. Number of memberships to professional organizations:
- |     |     |     |     |     |
|-----|-----|-----|-----|-----|
| 0-2 | 3-4 | 5-6 | 7-8 | 9+  |
| ___ | ___ | ___ | ___ | ___ |
10. Number of subscriptions to professional journals:
- |     |     |     |     |     |
|-----|-----|-----|-----|-----|
| 0-2 | 3-4 | 5-6 | 7-8 | 9+  |
| ___ | ___ | ___ | ___ | ___ |
11. Total average salary range (including extra paid duties):
- |                      |                      |                       |
|----------------------|----------------------|-----------------------|
| Less than \$8,000    | \$8,000 to 12,000    | \$12,100-\$16,000     |
| ___                  | ___                  | ___                   |
| \$16,100 to \$20,000 | \$20,100 to \$25,000 | Greater than \$25,100 |
| ___                  | ___                  | ___                   |
12. Additional income (if any - excluding mate's):
- |                   |                     |                       |
|-------------------|---------------------|-----------------------|
| Less than \$1,000 | \$1,000 to \$3,500  | \$3,600 to \$7,000    |
| ___               | ___                 | ___                   |
| \$7,100 to 9,500  | \$9,600 to \$12,000 | Greater than \$12,100 |
| ___               | ___                 | ___                   |

## Part B - Personal

## 1. Marital Status:

Married \_\_\_\_\_ Single \_\_\_\_\_ Divorced \_\_\_\_\_

## 2. Age:

19-25 \_\_\_\_\_ 26-35 \_\_\_\_\_ 36-45 \_\_\_\_\_ 46-55 \_\_\_\_\_ 56+ \_\_\_\_\_

## 3. Number of dependents living at home:

0 \_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5+ \_\_\_\_\_

## 4. Sex:

Male \_\_\_\_\_ Female \_\_\_\_\_

## 5. Place of birth:

In-state \_\_\_\_\_ Out-of-state \_\_\_\_\_ Other country \_\_\_\_\_

## 6. Years living in present location:

0-3 \_\_\_\_\_ 4-6 \_\_\_\_\_ 7-9 \_\_\_\_\_ 10+ \_\_\_\_\_

Dev. 10/85  
Rev. 2/86

Thank You!



**APPENDIX G**  
**FINAL PROJECT:**  
**INTRODUCTORY LETTER TO SUPERINTENDENTS OF SCHOOLS**

Joan Binder  
P.O. Box 625  
Charlestown, New Hampshire  
03603

March 26, 1986

&NAME&  
&TITLE&  
&DISTRICT&  
&ADDRESS&  
&TOWN&, Vermont  
    &ZIP&

Dear &DEAR&,

I am the Special Education Coordinator for the Windham Northeast Supervisory Union, presently on sabbatical for the purpose of working on my dissertation. Currently, I am enrolled in the Educational Administration program through the University of Massachusetts, located in Amherst, Massachusetts. The topic of my dissertation study is "teacher incentives". To assess the nature of teacher's perceptions and attitudes towards teacher incentives, I developed a survey which has been pilot tested in two school districts- Springfield, Vermont and Charlestown, New Hampshire. I am writing to you to request your assistance in pursuing my actual study further.

My dissertation study will include elementary schools in the State of Vermont selected from each of the five regions on the following basis: the two schools with the highest average cost per pupil ; and, the two schools with the lowest average cost per pupil. This approach to the selection of the survey population will insure that a representative cross-section of Vermont teachers will participate in the study. A total of twenty schools will hopefully take part in the project.

The school(s) within your district which meet the selection criteria are as follows:

&NO1&  
&NO2&  
&NO3&

Enclosed please find a copy of my "Teacher Incentive Plan Survey" (TIPS), along with several letters of support and endorsement. Rather than conduct my survey study through the mail, I would like the opportunity to come to your school(s) to distribute the surveys (at a teacher's meeting possibly), and have the surveys filled-out while I am in the building. This procedure will assure me of a higher percentage rate of return, as opposed to relying on returns through a mailing. The estimated time to complete a survey is approximately ten minutes.

I realize that there are many important tasks and responsibilities which take-up a teacher's day, but I feel the investigation into the availability and use of teacher incentives in Vermont is a timely and significant undertaking. Would you please consider assisting me in this pursuit? I will contact you by telephone in the next few weeks to discuss the possibility of a visit to your district.

Thank you in advance for your cooperation! I look forward to speaking with you soon.

Sincerely,

Joan Binder  
Doctoral Student  
(Special Education Coordinator)

Enc.

Schools Participating in the "Teacher  
Incentive Plan Survey" Study

I. Southeast Region:

1. Vernon - Windham Southeast
2. Sherburne - Windsor Central
3. Townsend - Windham Central
4. Athens - Windham Northeast

II. Southwest Region:

1. Plymouth - Rutland Windsor
2. Pawlet - Bennington Rutland
3. Mt. Holly - Rutland Windsor
4. Ira - Rutland Southwest

III. Central Region:

1. Stowe - Lamoille South
2. Orange - Orange North
3. Elmore - Lamoille South
4. S. Royalton - Orange Windsor

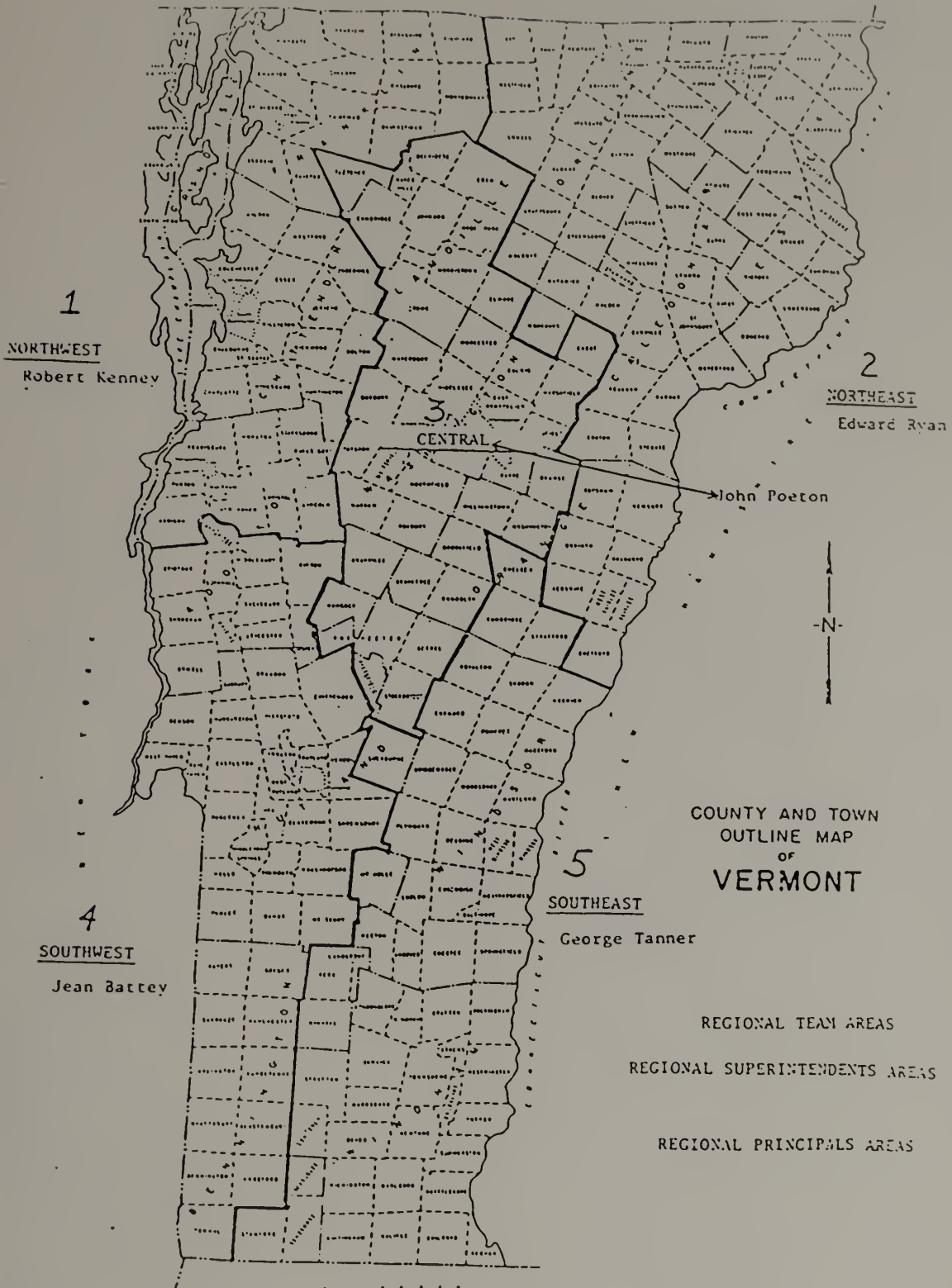
IV. Northeast Region:

1. Charlotte - Chittenden South
2. Orleans - Orleans Central
3. Albany - Orleans Central
4. Walden - Caledonia Central

V. Northwest Region:

1. Hiawatha - Chittenden Central
2. Guildhall - Essex Caledonia
3. Concord - Essex Caledonia
4. Canaan - Essex North

A total of seventeen Supervisory Unions will be included in the study, out of a possible fifty-nine school districts. There are 225 elementary schools, and approximately 10%, or twenty-three, will be asked to participate. It is anticipated that about 225 elementary school teachers will take part in the project. This is about 8% of the total elementary school teacher population in the State of Vermont, which is estimated to be about 3,840.



REGIONAL TEAMS

## Vermont Department of Education

Below is a list of the supervisory unions included in each of the team's regions.

Northwest Team

Franklin West  
Chittenden East  
Franklin Central  
Franklin Northeast  
Chittenden Central

Colchester  
Burlington  
Addison Northeast  
Chittenden South  
Winooski  
Milton

Addison Northwest  
Grand Isle  
Franklin Northwest  
South Burlington  
Essex Town

Northeast Team

Essex North  
Caledonia Central  
Essex-Caledonia  
Orange East

Orleans Central  
St. Johnsbury  
Orleans-Essex North  
Blue Mountain Union #21

Orleans Southwest  
Caledonia North

Central Team

Orange North  
Washington South  
Lamoille South  
Barre City

Montpelier  
Washington West  
Windsor Northwest  
Orange Southwest

Barre Town  
Washington Central  
Lamoille North  
Washington Northeast

Southwest Team

Rutland South  
Rutland City  
Rutland Southwest

Bennington-Rutland  
Addison Central

Rutland Northeast  
Southwest Vermont  
Rutland Central  
Addison-Rutland

Southeast Team

Windham Southeast  
Windsor Central  
Windham Northeast  
Windsor Southeast

Orange Windsor  
Windham Central  
Windham Southwest  
Springfield

Rutland-Windsor  
Dresden School District  
Hartford  
Windsor Southwest



March 1986

Dear Staff Member,

The use of incentive programs to motivate and reward individuals has been a well-documented practice in both the business and educational worlds. While incentive programs are considered to be an integral part of a successful business, school systems have traditionally avoided implementation of a formal, ongoing incentive plan.

The attached survey was developed to assess the current use of incentive programs in school systems, primarily at the elementary level. The results of the survey will be used for two purposes: 1) to provide feedback as to your attitudes and perceptions of motivational and reward systems, and 2) to serve as a field-based testing instrument so that the survey may become part of a dissertation study.

Would you please take a few minutes to complete the survey? Your input and assistance will be greatly appreciated in making this data collection a success.

Thank you in advance for taking time from your hectic schedule!

Sincerely,

Joan Binder  
Doctoral Student  
University of Massachusetts

(Special Education Coordinator  
Windham Northeast Supervisory Union)

Att.

**APPENDIX H**  
**FINAL PROJECT:**  
**VERMONT NATIONAL EDUCATION ASSOCIATION CORRESPONDENCE**

Joan Binder  
P.O. Box 625  
Charlestown, New Hampshire  
03603

January 24, 1986

Mrs. Maida Townsend  
President  
Vermont National Education Association  
P.O. Box 567  
Montpelier, Vermont  
05602

Dear Mrs. Townsend,

I recently spoke with you regarding the possibility of the Vermont National Education Association endorsing a teacher incentive plan survey which I developed as the basis for my dissertation study. Dr. Harvey Scribner, my committee chairperson had made the initial contact with you, as to this request. The purpose of this letter is to provide you with some background information related to the nature of my studies and to obtain your backing and support in conducting my research.

My present status is that of a Doctoral student, enrolled in the Educational Policy Research and Administration program at the University of Massachusetts in Amherst. This is my third year in the program, and I have completed all the coursework necessary to begin work on my dissertation. I am also employed by the Windham Northeast Supervisory Union as their Special Education Coordinator. I have held the position for seven years, and have been granted a sabbatical to complete my Doctoral program. My sabbatical will begin on January 27th, and continue into mid-August.

The survey tool which I designed was recently field-tested in two school districts. It is intended to collect data related to the use of teacher incentive plans and their impact on teacher motivation. The criteria for determining which elementary schools in Vermont will be surveyed has not been determined as yet, but I anticipate that this will be established by mid-February.

Enclosed, please find a copy of the original survey, along with the results of the field-based study. I hope that this will provide you with enough information to get a sense of the nature of my investigation. I have reviewed the contents of this letter

with Mr. Mark Kennedy, a colleague and employee of our school district. The Superintendent of Schools, Mr. Hugh Haggerty, and Assistant Superintendent, Mr. Gerald Dennis, are also aware of my proposed study and course of action.

I would be happy to answer any questions you may have and hope that you and the VNEA Board of Directors will elect to endorse my dissertation study.

Thank you in advance for your consideration of my request. I look forward to hearing from you soon.

Most Sincerely,

Joan Binder

cc: Mr. Mark Kennedy  
Mr. Gerald Dennis  
Mr. Hugh Haggerty

Enc.

Joan Binder  
P.O. Box 625  
Charlestown, New Hampshire  
03603

February 25, 1986

Mrs. Maida Townsend  
President  
Vermont-NEA  
P.O. Box 567  
Montpelier, Vermont  
05602

Dear Mrs. Townsend,

Thank you so much for calling me yesterday. I appreciate the trouble you went through to return my telephone call, and certainly welcomed the opportunity to speak with you about my Teacher Incentive Plan Survey (TIPS).

I have enclosed copies of my revised survey and a definition of terms, as we discussed. I look forward to meeting with the Vermont-NEA Board of Directors on March 1st, at 1:00 P.M. to obtain further input and address questions and/or concerns.

Thank you again for your interest and time, as well as the invitation to meet with the members of your Board. It will be an honor to speak with you about my proposed study.

All my best,

Joan Binder

Enc.



# Vermont-NEA

P.O. Box 567  
Montpeller, Vermont 05602  
(802) 223-6375

March 10, 1986

Joan Binder  
PO Box 625  
Charlestown, New Hampshire 03603

Dear Joan:

To formalize our conversation of Thursday evening --

At their March 1 meeting, the Vermont-NEA Board of Directors voted the following motion:

"Vermont-NEA supports educational research but does not necessarily endorse the specific options presented as teacher incentives in this survey."

If Vermont-NEA is mentioned at all in your survey, it must be through use of that statement, with no alteration acceptable. Additionally, the Board was quite specific that confidentiality of those participating be maintained and that changes addressing the concerns raised by the Board on Saturday be incorporated.

I have enclosed a letter which may be attached to your survey, should that seem appropriate. I look forward to receiving a copy of your survey in its final form, as well as any addenda. I also, of course, look forward to receiving a copy of your findings.

Sincerely,

Maida F. Townsend  
President

MFT/bsf

Enclosure

An affiliate of the National Education Association





# Vermont-NEA

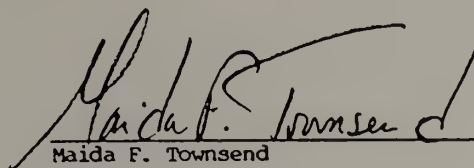
P.O. Box 567  
Montpelier, Vermont 05602  
(802) 223-6375

March 10, 1986

To Whom It May Concern:

The Vermont-NEA Board of Directors has considered a request by Joan Binder to endorse her survey regarding teacher incentives. Following discussion of the survey with Ms. Binder, the Board of Directors voted the following motion at its meeting of March 1, 1986:

"Vermont-NEA supports educational research but does not necessarily endorse the specific options presented as teacher incentives in this survey."



Maida F. Townsend  
President

An affiliate of the National Education Association

**APPENDIX I**  
**FINAL PROJECT: LETTERS OF SUPPORT**



# WINDHAM NORTHEAST SUPERVISORY UNION

Atkinson Street Building  
BELLOWS FALLS, VERMONT 05101

HUGH C. HAGGERTY  
SUPERINTENDENT  
802 463 - 9958

GERALD A. DENNIS  
ASSISTANT SUPERINTENDENT  
802 463 - 9958

February 19, 1986

To Whom It May Concern:

RE: Joan Binder  
Letter of Introduction

The purpose of this letter is to offer support to Joan Binder who has been employed by Windham Northeast Supervisory Union since August 1979 as Coordinator of Special Education. Joan Binder is presently on sabbatical and is in the process of completing research necessary to complete her doctoral studies at the University of Massachusetts.

I have read her proposal and feel that it is a worthwhile pursuit. It is my understanding that she will need to survey faculty members in selected schools throughout the state in order to obtain data for her study.

I have known Joan Binder since 1979 and I find that she sets high standards for herself and is always thorough in completing her assignments.

I personally feel that your faculty would cooperate in the study and I would encourage you to participate in the project if asked to do so by Joan Binder.

Please call me at (802) 463-9958 if you feel a need to discuss the matter further.

Sincerely,

*Hugh C. Haggerty*  
Hugh C. Haggerty,  
Superintendent of Schools

HCH:bb

# Saxtons River School

Town of Rockingham School Dept.

Saxtons River, Vermont 05154

THOMAS E. CROSSETT - PRINCIPAL

TELEPHONE: 802 869 - 2637

February 12, 1985

To Whom It May Concern:

I have known Joan Binder professionally for the last five years as the Special Education Coordinator for the Windham Northeast Supervisory Union in my capacity as Principal for the Saxtons River Elementary School.

Joan has performed her role exceptionally and competently. She is a capable, resourceful person who has good rapport with students, parents, staff, and administration.

Personally, Joan is friendly and hard working. I find her to be an intelligent woman who is willing to share her ideas and thoughts.

I am aware of Joan's credentials and her plan of study. I fully endorse her professional advancement and self improvement.

Sincerely,

*Thomas E. Crossett*

Thomas E. Crossett, Principal

GRAFTON ELEMENTARY SCHOOL  
GRAFTON, VERMONT 05146  
802-843-2495

March 11, 1986

To Whom It May Concern:

It is with pleasure that I write to you on behalf on Ms. Joan Binder. I had the opportunity to work with Joan while she was the Coordinator of Special Education in the Windham Northeast Supervisory Union.

Joan did an excellent job in her interaction with other administrators, teachers, parents and students as a member of the Grafton Special Services Team. Her sensitivity, knowledge of program guidelines, co-operation, and communication facilitated positive functioning among various group members.

We are disappointed not to have Joan working with us for the remainder of the 85-86 school year. However, we congratulate Joan for her educational pursuit during this time.

I am certain that Joan's well-defined educational goals carry with them a fluidness of objective which will be a measured asset to those schools within which Joan works in the coming months. It is therefore without reservation that I recommend Joan to any school system.

Sincerely,



Linda S. Waite  
Principal

LSW/bw

31 Westminster Terrace  
Bellows Falls, Vermont  
March 14, 1986

To Whom It May Concern:

Re: Ms. Joan Binder

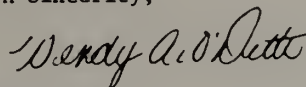
I am both pleased and honored to think that Ms. Binder has considered my candor valuable in her pursuit of further education.

I have known Ms. Binder as a friend and colleague for nearly eight years. In either capacity she has exhibited a striking ability for discretion and honesty. I know her ambitions to be wholly committed to the cause of excellence in education.

It is with this in mind that I strongly urge the sincere completion of the task Ms. Binder has embarked upon. I am completely trusting in the proper and professional use Ms. Binder will make of any results.

I fully support Ms. Binder's quest and feel confident that her research will be of value to the children that represent our future.

With sincerity,



Wendy O'Dette,  
Educator



## WESTMINSTER SCHOOLS

West School  
(802)-387-5756

WESTMINSTER, VERMONT 05158

Center School  
(802)-722-3241

Craig Yakes, Principal

March 12, 1986

To Whom It May Concern:

As an elementary teacher in the Windham Northeast Supervisory Union, I would like to give my support to Joan Binder and to her dissertation study. Joan's survey, which tests educator's reactions to incentive programs in school systems, is certainly a valuable subject for in-depth study. Evaluating teachers has never been an easy task, and determining rewards and incentives for teachers is a highly charged issue.

I would be willing to take the time to complete Joan's survey, and I feel that Joan is an excellent listener and interpreter of her colleague's opinions. Joan's enthusiasm for her work and the high standards that she sets for herself have made her a well-liked and highly respected member of our school district.

Sincerely,

*Diane Fuleihan*

Diane Fuleihan



March 12, 1986

RE: Doctorate Research - Joan Binder

To Whom It May Concern:

This correspondence is to encourage you to participate in the research being done by Joan Binder as part of her post graduate research at the University of Massachusetts.

It has been my good fortune to work with Joan the last few years through the contractual arrangement existing between Windham Northeast Supervisory Union and our Mental Health Center. Additionally, I have been a School Director for the Town of Westminster, which is part of the Supervisory Union for the past three years.

My feeling is that this research is important and I would strongly encourage your participation. If you have any questions, please call me at (802) 885-5781.

Sincerely yours,

Frank J. Compton, MSW

FC:lsc

Bldg. 4 Gilman Office Complex  
Holiday Inn Drive  
White River Junction, Vermont 05001  
Telephone: 295-3031

7 Main Street  
Springfield, Vermont 05156  
Telephone: 885-5781

5 Fairview Street  
Brattleboro, Vermont 05301  
Telephone: 254-6028

*A Project of Health Care and Rehabilitation Services*



STATE OF VERMONT  
DEPARTMENT OF EDUCATION  
MONTPELIER  
05602-2703

March 20, 1986

To Whom It May Concern:

The purpose of this letter is to support Joan Binder in her doctoral research at the University of Massachusetts.

I have had the opportunity to work with Joan during the past two years while I have been employed at the Department of Education. I have found her to be a highly professional, deeply dedicated special educator.

I believe that Joan's proposed research project is very worthwhile and urge you and your faculty to participate.

Please call me at (802) 828-3141 if I can be of further assistance.

Sincerely,

A handwritten signature in cursive script that reads "Kristin Hawkes".

Kristin Hawkes  
Consultant

March 7, 1986

Randy Drabman, Director  
SED Regional Program  
35 Atkinson Street  
Bellows Falls, VT  
05101

To Whom It May Concern,

The purpose of this letter is to support the dedication and professionalism of Joan Binder. She was responsible for convincing Vermont's Department of Education to fund the regional program which I currently direct. As a result, emotionally disturbed children who would have normally been candidates for residential placement are now learning how to control themselves within their own classrooms.

Joan is well liked both by professionals and parents. She has the tenaciousness to stick with a problem until a resolution can be achieved. She holds high expectations for herself and works diligently to achieve her goals. She is especially responsive to feedback on her performance.

Joan Binder is one of those rare professionals capable of making a difference to service programs.

Sincerely,



Randy Drabman

**APPENDIX J**

**FINAL PROJECT: LIST OF PARTICIPATING SCHOOLS**

"TEACHER INCENTIVE PLAN SURVEY"  
PARTICIPATING SCHOOL DISTRICTS

APRIL-MAY 1986

Addison Central Supervisory Union

Ripton Hollow School

Bennington-Rutland Supervisory Union

Pawlet Village School

West Pawlet School

Chittenden Central Supervisory Union

Hiawatha School

Essex-Caledonia Supervisory Union

Guildhall Elementary School

East Concord School

Concord High and Graded School (grades 4-6, only)

Essex North Supervisory Union

Norton Village School

Franklin Central Supervisory Union

Elementary City School

Franklin Northwest Supervisory Union

Swanton Elementary School

Swanton Central School

Lamoille South Supervisory Union

Lake Elmore School

Orleans Central Supervisory Union

Albany Hilltop School

Albany Village School

Rutland Southwest Supervisory Union

Ira Center School

Rutland Northeast Supervisory Union

Neshobe Elementary School

South Burlington Supervisory Union

South Burlington Central School

Windham Southeast Supervisory Union

Vernon Elementary School



Windsor Central Supervisory Union

Sherburne Elementary School

Windham Northeast Supervisory Union

Athens Elementary School

Windham Central Supervisory Union

Townsend Elementary School

Washington West Supervisory Union

Warren Elementary School

Fayston School

Duxbury Elementary School

**APPENDIX K**  
**FINAL PROJECT: THANK YOU LETTERS**

Joan Binder  
P.O. Box 625  
Charlestown, New Hampshire  
03603

June 6, 1986

&NAME&  
&TITLE&  
&DISTRICT&  
&ADDRESS&  
&TOWN&, Vermont  
    &ZIP&

Dear &DEAR&

I have finally completed tabulating the results of the "Teacher Incentive Plan Survey" (TIPS), which your school(s) recently participated in. A total of twenty-four schools throughout Vermont\* agreed to participate in this dissertation project, and 172 surveys were obtained from the sampling.

Initially I had hoped to send each school a composite profile of their participants' responses. However, in tallying the returns, the information appeared to be more meaningful when reported in terms of schools with a high average cost per pupil (based on the two highest in the region) vs. schools with a low average cost per pupil (based on the two lowest in the region). The grand total for both sub-groups is also included. If you would like a copy of your school(s) responses for the TIPS, please feel free to contact me.

I would like to thank you and your staff for taking part in the project. As I traveled around or corresponded with the participating schools, I was greatly impressed with the high level of professionalism and cooperation which I encountered.

I hope the enclosed results will be of use to you and your

school district when reviewing the success of your current systems of teacher evaluation and incentive programs. Thank you again for all your help and input. Please let me know if I can be of assistance in clarifying the results of the survey for your use.

Sincerely,

Joan Binder  
Doctoral Student  
University of Massachusetts

\* A list of the participating schools is attached.

Enc.  
Att.

Joan Binder  
P.O. Box 625  
Charlestown, New Hampshire  
03603

June 6, 1986

Mrs. Maida Townsend  
President  
Vermont-NEA  
P.O. Box 567  
Montpelier, Vermont  
05602

Dear Mrs. Townsend,

I have finally completed my tabulation of the results from the "Teacher Incentive Plan Survey" (TIPS), which I recently conducted with staff members from twenty-four schools throughout Vermont. The schools which participated in the project are listed on the attached sheet.

In reporting the results of the survey, I have provided figures for schools classified as having a high average cost per pupil (based on the two highest in a region) vs. schools having a low average cost per pupil (based on the two lowest in a region). I obtained 172 completed questionnaires from the sampling and the total number of responses for each survey question is also included.

I hope that the enclosed data will be beneficial to you and the Vermont-NEA Board of Directors in obtaining more information concerning the attitudes and perceptions of Vermont educators regarding teacher incentives, evaluation and motivation.

I would like to thank you and the members of the Board for

your time, feedback and support. Please let me know if I can be of assistance in clarifying the results of the survey for your use.

Once again, thank you all for your help.

Sincerely,

Joan Binder  
Doctoral Student  
University of Massachusetts

Att.  
Enc.



**APPENDIX L**  
**FINAL PROJECT: NUMERICAL RESULTS**

Key

x/ = High Average Per Pupil Cost Schools

/x = Low Average Per Pupil Cost Schools

(x) = Total Responses

# Teacher Incentive Plan Survey

## Section One - Attitudes and Perceptions

Part A - Please check the appropriate response.

	Always	Almost Always	Some-times	Almost Never	Never
1. Do you feel you have central office support?	11/14 (25)	25/35 (60)	33/30 (63)	11/4 (15)	4/1 (5)
2. How often is administrative support available to you?	22/21 (43)	31/43 (74)	25/19 (44)	3/1 (4)	0/0 (0)
3. How often are you given positive feedback by your building administrator?	15/4 (19)	28/23 (51)	34/38 (72)	4/12 (16)	1/5 (6)
4. How often are you given negative feedback by your building administrator?	0/0 (0)	0/6 (6)	22/27 (49)	48/37 (85)	13/12 (25)

Part B - Please check the responses which apply.

1. How often are you evaluated?	Every three years	0/0 (0)	Every two years	14/2 (16)	Annually	40/29 (69)
	Twice a year	15/38 (53)	Quarterly	3/1 (4)	When in need	0/3 (3)
	Upon request	3/12 (15)	Other	15/14 (29)		
			(please specify)			

2. How would you rate the evaluation systems currently used in your school?

	Highly Successful	Very Successful	Successful	Somewhat Successful	Unsuccessful	Does Not Apply
Checklist	$\frac{0/5}{(5)}$	$\frac{7/2}{(9)}$	$\frac{15/15}{(30)}$	$\frac{12/9}{(21)}$	$\frac{2/3}{(5)}$	$\frac{30/32}{(62)}$
Rating scale	$\frac{0/0}{(0)}$	$\frac{2/7}{(9)}$	$\frac{5/7}{(12)}$	$\frac{8/8}{(16)}$	$\frac{2/2}{(4)}$	$\frac{44/41}{(85)}$
Peer review	$\frac{0/1}{(1)}$	$\frac{5/3}{(8)}$	$\frac{2/3}{(5)}$	$\frac{3/2}{(5)}$	$\frac{1/0}{(1)}$	$\frac{48/52}{(100)}$
Classroom observation	$\frac{5/5}{(10)}$	$\frac{24/16}{(40)}$	$\frac{23/24}{(47)}$	$\frac{16/27}{(43)}$	$\frac{0/2}{(2)}$	$\frac{5/5}{(10)}$
Narrative	$\frac{3/4}{(7)}$	$\frac{15/12}{(27)}$	$\frac{14/20}{(34)}$	$\frac{11/10}{(21)}$	$\frac{1/1}{(2)}$	$\frac{21/19}{(40)}$
Goal-setting conference	$\frac{8/8}{(16)}$	$\frac{15/16}{(31)}$	$\frac{20/24}{(44)}$	$\frac{18/16}{(34)}$	$\frac{4/2}{(6)}$	$\frac{8/12}{(20)}$
Student/parent feedback	$\frac{3/5}{(8)}$	$\frac{12/11}{(23)}$	$\frac{9/13}{(22)}$	$\frac{9/10}{(19)}$	$\frac{4/0}{(4)}$	$\frac{28/27}{(55)}$
Self-assessment	$\frac{6/8}{(14)}$	$\frac{9/17}{(26)}$	$\frac{9/17}{(26)}$	$\frac{9/8}{(17)}$	$\frac{3/0}{(3)}$	$\frac{28/21}{(49)}$
Test scores	$\frac{1/0}{(1)}$	$\frac{4/5}{(9)}$	$\frac{5/11}{(16)}$	$\frac{6/8}{(14)}$	$\frac{3/8}{(11)}$	$\frac{43/33}{(76)}$
Other	$\frac{0/0}{(0)}$	$\frac{0/0}{(0)}$	$\frac{1/1}{(2)}$	$\frac{0/0}{(0)}$	$\frac{0/0}{(0)}$	$\frac{1/1}{(2)}$
	(please specify)					

3. How was the current evaluation system chosen?

Administration	$\frac{67/61}{(128)}$	School board	$\frac{15/11}{(26)}$	Teachers	$\frac{23/19}{(42)}$	Parents	$\frac{1/1}{(2)}$	Other	$\frac{4/6}{(10)}$ (please specify)
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4. How would you rate the results of your most recent evaluation?
 

Very positive/very encouraging $\frac{38/32}{(70)}$	Average/adequate $\frac{9/15}{(24)}$	Positive/encouraging $\frac{27/26}{(53)}$
Negative/discouraging $\frac{0/3}{(3)}$		Very negative/very discouraging $\frac{0/1}{(1)}$
  
5. Which of these would you rank order as 1, 2, 3 for your three top choices of evaluation instruments?
 

$\frac{1/4}{38/37}$ 3/10 10/9 Checklist (5) (13) (19) 20/12 (32) 7/11 (18)	$\frac{0/1}{8/7}$ 0/4 2/1 Rating scale (1) (4) (3) 19/12 (31) 14/4 (18)	$\frac{8/4}{21/18}$ 8/4 5/9 Peer review (12) (12) (14) 18/13 20/17 (31) (37)
Classroom observation	Narrative	Goal-setting conference
$\frac{4/4}{Student/parent}$ 3/8 (11) 5/8 (13) feedback	$\frac{4/11}{Self-assessment}$ (15) 9/20 (29) 17/19 (36) Test scores	0/2 0/1 0/5 (2) (1) (5)
Other	$\frac{1/1}{(please specify)}$ 0/0 1/0 (2) (0) (1)	
  
6. How do you view yourself in terms of motivation?
 

Highly motivated $\frac{36/30}{(66)}$	Motivated $\frac{23/17}{(40)}$	Very motivated $\frac{22/32}{(54)}$
Somewhat motivated $\frac{2/5}{(7)}$		Unmotivated $\frac{0/0}{(0)}$

7. How would you rate the following as reasons for your choice of teaching as a career?

	Very Important	Somewhat Important	Not Important
Enjoy working with children	79/80 (159)	5/3 (8)	0/0 (0)
Job security	22/14 (36)	44/48 (92)	16/18 (34)
Want to help others	66/62 (128)	18/19 (37)	0/2 (2)
Benefits & vacation schedules	26/22 (48)	39/44 (83)	18/17 (35)
Interested in education	68/74 (142)	13/9 (22)	2/0 (2)
No equally interesting options	4/6 (10)	15/13 (28)	40/47 (87)
Other	3/3 (6)	0/0 (0)	0/0 (0)

8. Which of these would you rank order as 1, 2, 3 for your future top three career goals?

41/48 (89) 12/12 (24) 19/4 (13)	16/17	27/22	19/9
To remain in present position	(33)	(49)	(18)
6/4 2/4 6/12			
(10) (6) (18)			
To move into administration	12/5	17/15	11/7
	(17)	(22)	(18)
6/4 11/13 13/11			
(10) (24) (24)			
To go into the private sector	2/2	4/6	16/17
	(4)	(10)	(33)
To go into business			

Other (please specify) 1/6 3/0 5/3  
(7) (3) (8)









## 12. How would you rate the following teacher incentive options in general?

	Highly Desirable	Very Desirable	Desirable	Somewhat Desirable	Undesirable
Sabbaticals	31/20 (51)	25/20 (45)	15/25 (40)	7/9 (16)	2/3 (5)
Leaves of absence	28/23 (51)	27/22 (49)	21/20 (51)	5/5 (10)	0/1 (1)
Career ladders	19/15 (31)	21/17 (34)	20/18 (38)	10/11 (21)	3/7 (10)
Master teachers	16/11 (27)	19/18 (37)	20/15 (35)	9/13 (22)	9/12 (21)
Work stipends	19/14 (33)	18/15 (33)	20/19 (39)	9/13 (22)	8/5 (13)
Recognition awards	18/18 (36)	17/11 (28)	17/10 (37)	15/18 (33)	9/7 (16)
Merit pay	6/6 (12)	13/11 (24)	8/5 (13)	9/13 (22)	40/32 (72)
Tuition reimbursement	61/59 (120)	14/14 (28)	5/7 (12)	0/1 (1)	0/0 (0)
Paid workshops/in-services	49/56 (105)	18/12 (30)	10/6 (16)	0/5 (5)	0/1 (1)
Position changes	24/17 (41)	24/26 (50)	26/23 (49)	0/6 (6)	1/1 (2)
Salary step increments	60/58 (118)	15/15 (30)	3/6 (9)	0/1 (1)	0/0 (0)
Medical/Financial benefits	66/61 (127)	13/13 (26)	1/6 (7)	0/1 (1)	0/0 (0)
Special projects	21/15 (36)	15/16 (31)	27/18 (45)	4/8 (12)	2/7 (9)
Fitness programs	12/16 (28)	17/13 (30)	28/10 (38)	8/19 (27)	5/9 (14)
Other	1/1 (2)	0/0 (0)	0/0 (0)	0/0 (0)	0/0 (0)
	(please specify)				

Part C - Please answer with a narrative response.

1. What would be your ideal view of a teacher incentive program in your school?  
(RESPONSES AVAILABLE FROM RESEARCHER.)
2. What suggestions do you have to revise this survey?  
(RESPONSES AVAILABLE FROM RESEARCHER.)
3. Additional comments:  
(RESPONSES AVAILABLE FROM RESEARCHER.)

Section Two - Background Information

Part A - Professional

1. Number of years of experience:
 

1-5	$\frac{11}{(30)}$	6-10	$\frac{27}{(52)}$	20/25	$\frac{11}{(45)}$	15/9	$\frac{16}{(24)}$	21+	$\frac{10}{(17)}$
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2. Length of time in present position:
 

1-5	$\frac{38}{(83)}$	6-10	$\frac{24}{(45)}$	11/11	$\frac{11}{(22)}$	16-20	$\frac{10}{(14)}$	21+	$\frac{2}{(6)}$
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3. Tenured,  
 Yes  $\frac{6/5}{(11)}$  No  $\frac{16/15}{(31)}$  Does not apply  $\frac{60/63}{(123)}$
4. Highest degree held,  
 B.A.  $\frac{11/16}{(27)}$  B.S.  $\frac{38/48}{(86)}$  M.A.  $\frac{9/3}{(12)}$  M.S.  $\frac{7/3}{(10)}$  M.Ed.  $\frac{18/14}{(32)}$  Ph.Ed.  $\frac{0/0}{(0)}$  Ph.D.  $\frac{2/0}{(2)}$
5. Currently enrolled in a degree program (if any):  
 B.A.  $\frac{3/0}{(3)}$  B.S.  $\frac{1/0}{(1)}$  M.A.  $\frac{2/4}{(6)}$  M.S.  $\frac{2/1}{(3)}$  M.Ed.  $\frac{1/3}{(4)}$  Ph.Ed.  $\frac{2/0}{(2)}$  Ph.D.  $\frac{0/0}{(0)}$
6. Present position:  
 Classroom  $\frac{54/61}{(115)}$  Special Education  $\frac{8/7}{(15)}$  Teaching Principal  $\frac{4/4}{(8)}$   
 Specialist  $\frac{7/2}{(9)}$  Art  $\frac{3/4}{(7)}$  Music  $\frac{4/2}{(6)}$  Physical Education  $\frac{2/3}{(5)}$   
 Other  $\frac{3/5}{(8)}$  (please specify)
7. Size of teaching staff:  
 1 - 10  $\frac{23/24}{(47)}$  11 - 15  $\frac{15/0}{(15)}$  16 - 20  $\frac{29/2}{(31)}$  21 - 25  $\frac{9/9}{(18)}$  26 +  $\frac{4/50}{(54)}$
8. Average number of workshops/classes attended per year:  
 0-2  $\frac{34/29}{(63)}$  3-4  $\frac{33/34}{(67)}$  5-6  $\frac{16/15}{(31)}$  7-8  $\frac{0/1}{(1)}$  9+  $\frac{2/6}{(8)}$

9. Number of memberships to professional organizations:
- |     |                       |     |                      |     |                   |     |                   |    |                   |
|-----|-----------------------|-----|----------------------|-----|-------------------|-----|-------------------|----|-------------------|
| 0-2 | $\frac{61/66}{(127)}$ | 3-4 | $\frac{21/17}{(38)}$ | 6-8 | $\frac{2/0}{(2)}$ | 7-8 | $\frac{0/0}{(0)}$ | 9+ | $\frac{1/1}{(2)}$ |
|-----|-----------------------|-----|----------------------|-----|-------------------|-----|-------------------|----|-------------------|
10. Number of subscriptions to professional journals:
- |     |                       |     |                      |     |                   |     |                   |    |                   |
|-----|-----------------------|-----|----------------------|-----|-------------------|-----|-------------------|----|-------------------|
| 0-2 | $\frac{60/62}{(127)}$ | 3-4 | $\frac{19/16}{(38)}$ | 5-6 | $\frac{3/3}{(2)}$ | 7-8 | $\frac{2/0}{(0)}$ | 9+ | $\frac{1/0}{(2)}$ |
|-----|-----------------------|-----|----------------------|-----|-------------------|-----|-------------------|----|-------------------|
11. Total average salary range (including extra paid duties):
- |                      |                      |                      |                      |                       |                      |
|----------------------|----------------------|----------------------|----------------------|-----------------------|----------------------|
| Less than \$8,000    | $\frac{0/1}{(1)}$    | \$8,000 to 12,000    | $\frac{7/5}{(12)}$   | \$12,100-\$16,000     | $\frac{11/25}{(36)}$ |
| \$16,100 to \$20,000 | $\frac{18/33}{(51)}$ | \$20,100 to \$25,000 | $\frac{30/18}{(48)}$ | Greater than \$25,100 | $\frac{18/3}{(21)}$  |
12. Additional income (if any - excluding mate's):
- |                   |                      |                     |                      |                       |                    |
|-------------------|----------------------|---------------------|----------------------|-----------------------|--------------------|
| Less than \$1,000 | $\frac{33/35}{(68)}$ | \$1,000 to \$3,500  | $\frac{12/11}{(23)}$ | \$3,600 to \$7,000    | $\frac{4/3}{(7)}$  |
| \$7,100 to 9,500  | $\frac{0/1}{(1)}$    | \$9,600 to \$12,000 | $\frac{2/0}{(2)}$    | Greater than \$12,100 | $\frac{4/6}{(10)}$ |



# Part B - Personal

## 1. Marital Status:

Married  $\frac{68/55}{(123)}$  Single  $\frac{13/22}{(35)}$  Divorced  $\frac{4/6}{(10)}$

## 2. Age:

19-25  $\frac{3/4}{(7)}$  26-35  $\frac{33/38}{(71)}$  36-45  $\frac{34/31}{(65)}$  46-55  $\frac{9/8}{(17)}$  56+  $\frac{6/3}{(9)}$

## 3. Number of dependents living at home:

0  $\frac{32/36}{(68)}$  1  $\frac{17/12}{(29)}$  2  $\frac{23/23}{(46)}$  3  $\frac{5/8}{(13)}$  4  $\frac{6/1}{(7)}$  5+  $\frac{1/3}{(4)}$

## 4. Sex:

Male  $\frac{16/11}{(27)}$  Female  $\frac{68/74}{(142)}$

## 5. Place of birth:

In-state  $\frac{33/38}{(71)}$  Out-of-state  $\frac{50/46}{(96)}$  Other country  $\frac{2/0}{(2)}$

## 6. Years living in present location:

0-3  $\frac{15/23}{(38)}$  4-6  $\frac{13/16}{(29)}$  7-9  $\frac{9/12}{(21)}$  10+  $\frac{48/33}{(81)}$

Thank You!

Dev. 10/85  
Rev. 2/86

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